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THE BATTALION
COMMANDER'S HANDBOOK
FOR
COMMANDERS OF
TRADOC BATTALIONS
1983

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US ARMY WAR COLLEGE
Carlisle Barracks, Pennsylvania
June 1983

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"NOT TO PROMOTE WAR, BUT TO PRESERVE PEACE"

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The Pacific Air Command has been created by former Pacific command in the U.S. Air Force. It was established in 1967 to replace the Pacific Air Command. The command is responsible for the training and operations of the Pacific Air Command. It is the responsibility of the command to provide a high level of readiness and to ensure the command is able to respond to any threat. The command is also responsible for the training and operations of the Pacific Air Command. It is the responsibility of the command to provide a high level of readiness and to ensure the command is able to respond to any threat. The command is also responsible for the training and operations of the Pacific Air Command. It is the responsibility of the command to provide a high level of readiness and to ensure the command is able to respond to any threat.

FOREWORD

This very excellent handbook has been prepared by former battalion commanders in the USAWC Resident Class of 1983 to assist newly designated battalion commanders prepare for and undertake command in the Training and Doctrine Command.

There are two aspects of this project that are particularly noteworthy. **First** — while there have been similar projects in the past on the part of our students and faculty, this is the first time an effort has been made to capture the essence of command in TRADOC as the central focus. **Secondly** — it supports the theme that the USAWC is a center of excellence with a responsibility for sharing the work of the students and faculty with the Army at large.

While this handbook does not convey official Army doctrine or prescribe the authority and responsibilities of the battalion commander, it does present a synthesis of the thoughts and experiences of former commanders which may be useful in helping new commanders cope with the challenges of working in the training environment. It is also not a recipe for success and its contents should be revised to reflect individual needs. Should it help, in even a small way, the handbook will have justified the energy required for its preparation.

The College is deeply indebted to the outstanding officers in the Class of 1983 for their efforts.

Richard D. Lawrence
RICHARD D. LAWRENCE
 Major General, USA
 Commandant

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PREFACE


This handbook was written primarily for newly selected battalion commanders of TRADOC battalions. It was specifically designed to help the new commander transition into his or her new command and contains specific suggestions, ideas, and concepts on how to approach command in each of the four types of battalions found in TRADOC.

Six former TRADOC battalion commanders in the US Army War College Class of 1983, under the supervision of a War College faculty study group advisor, who also commanded a TRADOC battalion, wrote the handbook as a voluntary student research project. The authors' biographic data are included as an appendix at the end of the handbook.

Although we borrowed some material from the 1977 and 1980 Battalion Commanders' Handbooks, this handbook represents a new departure as it is directed entirely to commanders of TRADOC battalions. It is the consensus of the authors as well as numerous other former TRADOC commanders that a specific handbook for TRADOC is required that recognizes the differences between TDA and TOE battalions. This further recognizes that there are different types of battalions within TRADOC. We have attempted to address these differences in the chapters addressed to each general type while recognizing that many differences exist within each category throughout TRADOC depending on where the organization is located.

The handbook is divided into two parts. The first part, especially Chapter 1, addresses those areas common to all TRADOC battalions and is designed to help the new commander prior to and immediately after taking command. Chapter 2 is included to give some specific advice on and dealing with female soldiers in a training environment. Most of us consider women, as trainees and cadre members, to be one of the most challenging and difficult "opportunities" that a commander will face. Part II, Chapters 3-6, consists of one chapter that covers each of the four general types of TRADOC battalions; Basic Training (BT), Advanced Individual Training (AIT), One Station Unit Training (OSUT), and Service School Battalions. Each of these chapters was written by an officer who commanded that specific type of battalion and represents his own ideas based on his experience and that of numerous fellow commanders who were interviewed and provided valuable input for the final product. The different styles represented in this part stem from the fact that each former commander's experience was unique resulting in differences in style as well as advice contained in individual chapters.

This handbook does not contain official Army doctrine, nor will it guarantee a successful command if it is followed exactly. All new commanders will not agree with everything they will find in it. Even the authors hold different views on how to approach command in TRADOC. We are all in agreement however that the new TRADOC battalion commander will be accomplishing the most important mission in the peacetime Army, training the soldiers for our Army. As such you will find your new job extremely challenging and rewarding, but not easy. We recommend that you read the entire handbook regardless of the type of battalion you will command. We also recommend the two handbooks produced in 1977 and 1980 as many of the principles contained in them apply to any command regardless of type. We believe that this handbook will be especially helpful to TRADOC commanders. If it is, a better trained Army will result. Good Training!


LLOYD K. BROWN
LTC, Engineers
USAWC Class of 1983

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The authors gratefully acknowledge the support and advice provided by their classmates and members of the staff and faculty at the Army War College who helped in preparing this handbook. Special thanks to Colonel John T. Bowden, Jr., our study group advisor, fellow author, former TRADOC battalion commander, and first Director of the TRADOC Pre-Command Course. Special thanks also to the current Director of the TRADOC Pre-Command Course, LTC Robert J. Keivit for his assistance and advice. We also want to thank the typists in the typing pool who typed numerous revisions of each chapter and the many former and current TRADOC battalion commanders who through their advice and assistance made this handbook possible.

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PART I

CHAPTER 1

CONGRATULATIONS. SO YOU ARE GOING TO COMMAND A TRADOC BATTALION!

By Lieutenant Colonel Lloyd K. Brown

INTRODUCTION

Many of you who are reading this handbook for the first time are probably not sure that congratulations are in order. This chapter is written in order to allay at least some of your fears and to sincerely congratulate you on your selection to perform what the authors consider to be the most important mission in our Army today, training individual soldiers for the Army. This chapter is further designed to provide you with some ideas and concepts on how to prepare for your new command and to help you get started. It represents the thoughts of numerous officers who successfully commanded TRADOC battalions, and went on to other important jobs in the Army to include attendance at a Senior Service College. Even with such reassurances you may wonder just, "How did I get selected to command a TRADOC battalion?"

HOW DID I GET SELECTED TO COMMAND A TRADOC BATTALION?

For starters, approximately 14 percent of all battalion-sized units which are OPMS designated 0-5 level command positions are in TRADOC. Officers to command these units are selected and slated in accordance with the DCSPER Professional Development SOP which outlines the Centralized Command Selection System.

DA Selection Boards are provided with records of all officers eligible to command along with the number of vacancies in each command category projected to occur during the following fiscal year. The distribution of projected TRADOC vacancies in each command category is governed by a 1979 decision by the Commander, TRADOC, which classified all battalions in TRADOC on the basis of specialty. Basic training units were classified as Combat Arms Material, and each year the projected vacancies are apportioned among the basic combat arms categories based on the number of officers eligible in each category. AIT, OSUT, and School battalions are classified so as to match the specialty of the commander with the MOS training conducted in the unit.

The slating process is not a responsibility of the DA Selection Boards. Instead, the Commander, MILPERCEN, prepares a proposed slate of principal selectees in each command category for both TDA and TOE commands. The objective in the slating process is to support Army requirements with the officers best qualified for the positions, while at the same time considering a number of other important factors:

- Regimental affiliation
- Opportunity for European experience
- Minimization of PCS costs
- Minimization of turbulence to losing units
- Minority officer distribution
- Unique individual qualifications
- Compassionate considerations
- Individual preferences

Following DCSPER approval, the slates for each MACOM are forwarded to the appropriate commanders for their concurrence.

WHAT DOES COMMAND IN TRADOC MEAN FOR ME IN TERMS OF FUTURE PERSONNEL ACTIONS?

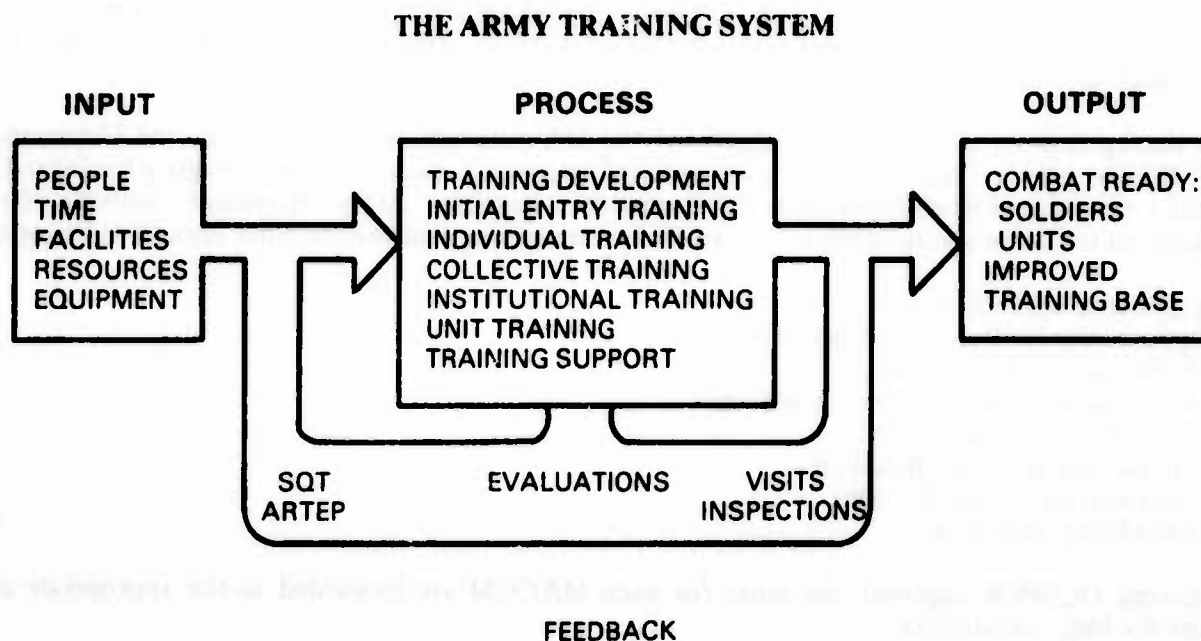
In regard to command selection and slating, there is no difference in the relative importance of TDA and TOE commands. A MILPERCEN review indicates that OML position on the command lists had no bearing on the slating and that selectees from the very top of the OML on down have been slated for TRADOC commands. It is accepted that training battalions need experienced, highly qualified commanders just as TOE battalions do. In fact, a good case can be made for providing more experienced commanders to TRADOC than to TOE units. In the opinion of the authors, the command of a TRADOC battalion is equally as challenging as command of a TOE battalion.

From a personal standpoint, you may have some questions about how your TRADOC command experience will influence your chances for subsequent selection for O-6, Senior Service College, and O-6 level command. We believe the results of recent selection and promotion boards are clearly positive in this respect. Analysis of the results of SSC selection and O-6 promotion boards for the past several years reveal no significant difference in selection and promotion rates for those officers who command training battalions compared to those who had TOE battalions. In fact, in some command categories selection rates for TDA commanders were slightly higher. In addition, brigade command selection board results for FY83 and FY84 reveal that the selection rates for both principals and alternates in Combat Arms, Combat Support Arms, and Combat Service Support categories were equitable in terms of eligible officers with TDA versus TOE battalion command experience.

The bottom line is that command of a battalion in TRADOC is an extremely important and demanding assignment, and former training battalion commanders fare just as well as their TOE contemporaries in subsequent selections. With that in mind then let's get on with it.

WHERE DOES MY BATTALION FIT IN THE ARMY TRAINING SYSTEM?

In order to answer the above question one needs to understand the Army Training System. This system can be depicted as follows:



Most of the readers of this handbook will be involved in those aspects of the process that falls in the following categories: Initial Entry Training, Individual Training, and Institutional Training. For those of you who will be commanding BT, AIT, or OSUT battalions a basic understanding of the Initial Entry Training (IET) portion of the above system is necessary.

THE INITIAL ENTRY TRAINING SYSTEM

- **Entry.** After enlistment, the enlistee is sent to a Reception Station at a USATC. When possible, the USATC is one which will provide the enlistee with his or her MOS training. Army Reserve enlistees process through a Military Enlistment Processing Station (MEPS) to a USATC the same as Active Component personnel. Some Army National Guard personnel process through a MEPS, others move directly from their parent unit to a USATC. Current enlistment qualifications are the same for Active and Reserve Component personnel.
- **The Reception Station.** The first contact the enlistee has with the Army is the Reception Station. The mission of the Reception Station is to receive and process all Active Army and USAR enlistees, designated National Guard enlistees, and certain categories of prior service personnel reporting for active duty in the United States Army. At present, there are seven active Reception Stations, (Forts Dix, Jackson, McClellan, Sill, Bliss, Knox, and Leonard Wood). Trainees assigned to Forts Gordon and Benning are processed through Fort Jackson. This arrangement is possible due to the proximity of Fort Jackson and its ability to assume the processing load. Reception stations process a normal weekly input based on the staffing and facilities capacity of the training center.

Reserve Component enlistees who were not processed through a MEPS are screened during medical and initial dental processing to determine if any changes have occurred in their state of health since their last examination. Personnel found to have a disqualifying defect are immediately processed for discharge. Initial immunizations and eyeglasses for those personnel who require them are also provided during processing. Recruits are given an advance payment to provide for their initial health and comfort items. Trainees also receive a Phase I issue of clothing during processing. Phase I clothing consists of the duty uniforms required for the first four weeks of training. Trainees may return to the clothing issue facility for exchange of clothing which no longer fits because of weight loss or gain. A Phase II issue of clothing is conducted about the fourth week of training. The Reception Station also verifies the validity and appropriateness of the enlistment contract and explains the significance of the programmed MOS to the recruits. USAR and Recruiting Command liaison NCOs are available at each station to assist in resolving enlistment contract problems.

Processing normally is completed in three working days. Upon completion of processing, trainees are shipped to a training company in a BT or OSUT battalion to begin IET. For BT and OSUT battalions the relationship between you and your supporting Reception Station is important and you should learn all you can about how the Reception Station operates. The training cycle for the company begins when sufficient personnel have been received by the units.

- **Basic Training (BT).** BT is the training in basic military subjects given to all newly enlisted Active and Reserve Component personnel who have no prior military service. The purpose of BT is to transition new soldiers from a civilian to a military environment, develop discipline, commitment and spirit, and teach them certain basic skills necessary for battlefield survival while toughening them mentally and physically. In order for a soldier to successfully complete BT, he must qualify with his weapon, pass the grenade qualification course, meet established PT standards, and pass the individual proficiency test. The length of BT was recently increased on a phased basis from seven to eight weeks.

Soldiers are issued a Soldier's Manual Army Testing (SMART) book during the first week of BT. The SMART book contains every test and performance measure soldiers are required to master during BT. During the final week of training, they are tested by a simple go/no-go test spelled out in

the SMART book (TRADOC Pam 600-4). Soldiers are normally given three chances to pass the required performance measures. Those who fail are either recycled or sent to remedial training. Soldiers must also meet or exceed the required physical fitness standard.

- **Advanced Individual Training (AIT).** Advanced Individual Training (AIT) is given to enlisted personnel after completion of BT. AIT builds on the skills acquired in BT while developing each soldier to the level of proficiency required for the award of an MOS.

Soldiers take one of three AIT paths: MOS training at a USATC; MOS training at a school; and MOS training through supervised on-the-job training at their unit. In general, MOSs taught by schools are lower in density and academically more complex than those taught at the USATCs where AIT battalions are located. Supervised OJT programs provide for training in a small number of very low density MOSs for which formal courses of instruction would not be cost effective.

- **One Station Unit Training (OSUT).** OSUT training is conducted at one installation, in the same company-size unit, with the same cadre, and one program of instruction (POI). OSUT is unbroken BT and AIT instruction integrated to permit the early introduction of MOS-specific training, followed by reinforcement training to insure proficiency. The OSUT mode is used for all combat arms MOS courses.
- **Service School Battalions.** These battalions differ significantly in their missions and organization but are for the most part involved in individual, institutional training and administration. For a more detailed discussion see Chapter 6.

WHAT SHOULD YOU DO PRIOR TO THE PRE-COMMAND COURSE?

Once you have been notified which type of battalion you will command you should determine what the specific mission for your battalion is, to include any aspects of that mission that are peculiar to the particular installation in TRADOC where your organization is located. This kind of information can most often be obtained from the individual that you are designated to replace. If he cannot provide it for you, write to your new boss and ask him for it. When you do that, if you are going to command a BT, AIT, OSUT, or school battalion ask them to send you a copy of the POI(s) applicable to your battalion.

Prior to the Pre-Command Course spend some time on this POI so that you are already aware of what your specific organization does. If you are going to be a BT, AIT, or OSUT commander ask for a copy of the SMART book (TRADOC Pam 600-4) also. This book will provide you with the details of the specific skills that you will train new soldiers (trainees) in.

Obtain a copy or sketch of your battalion's TDA. Be prepared for a shock if you have been on the staff of a TOE battalion. The first thing that will strike you will be the scarcity of staff in a TDA battalion. Get yourself prepared to be your own Adjutant for example. Once you arrive at your new station find out what your predecessor feels are the problems with the TDA and how he has attempted to resolve them.

Get yourself in good physical condition. Leading by example in physical training is just as important in a TDA battalion as in a TOE battalion.

Find out from your predecessor or someone else at your future post what the command environment and philosophy of command is like. The more you are informed the better you can establish your own standards and goals.

DURING THE PRE-COMMAND COURSE

The thing to do while at the Pre-Command Course is to take maximum advantage of each phase of the course by studying the programs and materials that they provide you. At phase III, Leavenworth, insure you prep yourself on the Army's current "How to Fight Doctrine"—The AirLand Battle. You will find

that you are expected to be the expert on this in your battalion. You will have to teach your junior officers the subject in order to keep them abreast of current doctrine. During the TRADOC phase at Ft. Jackson insure that you take maximum advantage of the "Day in the Field" with a battalion commander. Pump him and the panel of visiting commanders for as much information as you can on how they handle command in their battalions. Find out what kind of systems they use to accomplish the following:

- Training of cadre
- Development of officers
- Development of NCOs
- Supply accountability
- Trainee discharges
- Battalion administration
- Social programs
- Training management
- What he does personally
- How he uses his CSM
- Female soldiers, cadre and trainees (Make sure you read Chapter 2 on this also.)

Insure that you take notes on the above so that you can compare these systems and programs to your situation when you arrive at your new station. Don't hesitate to adopt some of these solutions or other solutions that you hear about to your own situation.

All of the above will be very important to you, but the use of the CSM requires special comment. Because of the lack of an adequate staff in all TRADOC battalions the role of the CSM takes on increased importance. Other than yourself he will represent the experience on your staff. He will truly be your "Right Arm" and you will share the command in many ways. Consider very carefully how you will divide command responsibilities. Some "Do's and Don'ts" that we suggest with regard to your CSM:

- Don't use him as your phone monitor.
- Don't use him to keep your calendar or control the BN vehicles.
- Don't use him as a "bat-man"; i.e., you and he should most often not be at the same place. Split up and cover more ground as a result.
- Don't use him as a clerk or an executive administrator.
- Do use him as your senior advisor on all enlisted (and sometimes officer) business.
- Do require him to manage the enlisted promotions within the battalion. All you should do here is approve.
- Do require him to run the NCO development program.
- Do require him to be visiting/inspecting training daily.
- Do require him to know and let you know what the status of drill sergeants is constantly. You should be involved intimately in the management of drill sergeant resources but it is best if the CSM is in charge of it.
- Do insure that you publicly recognize him for the important mission that he performs. One of the authors for example had a CSM award which was presented to the ISG of the company that had the best billets and best soldiers each cycle based on command inspections conducted by the CSM. This award was given out at a BN formation run by the CSM at the end of each cycle.

While at Ft. Jackson ask the director of the Pre-Command Course about the COB (Commander's of Battalions). This social organization for the battalion commanders and their wives at Ft. Jackson made a lot of difference for O5 commanders at that installation. As a result of the social contacts made through this organization not only was most of the unhealthy competition between commanders eliminated but important improvements in training and mission accomplishment were made. This organization's functions are built around a series of social functions conducted every two or three months. Only O5 commanders can belong. If a similar organization is not functioning at your new installation you might consider starting one.

WHAT TO DO FIRST AFTER TAKING COMMAND

Don't attempt to revolutionize your battalion in the first week(s). Remember that you have 30 months in which to fully implement your policies. Because of the lack of personnel resources in almost all TRADOC battalions, they are less able to accommodate rapid changes than TOE battalions, especially if they are in a training cycle. One of the advantages of a TDA battalion is the high quality of assigned enlisted personnel. They will try to do their best to accommodate you, but they can be over-reved easily.

Insure that you arrange a transition seminar through the installation OESO at your new station. Conduct it during the first week after you take command. Do not do this prior to the change of command (the old guy must be gone). You should arrange the final format with the OESO. If he is good he can help you immensely. Make sure that he involves all the key people on your staff but at the same time he shouldn't involve too many people. Insure that your boss is not involved. This should be your seminar, not his. He should be informed that it is taking place, however. The primary objective should be for you to find out about your key subordinates and what their problems are, while they find out about you and what your expectations are.

Earlier I talked about over-reving your people. Equally important is to insure that you don't over-rev yourself. Thirty month tours have not lessened the stress problem. It is our opinion that stress management is one of your most important missions. Consequently we have included the following section.

STRESS MANAGEMENT

The Pre-Command course is under your belt and you are ready to go—you're mentally prepared to drive yourself, your family, and your cadre to whatever it takes to make your unit the best on the post! All you need to do is get lots of exercise and you can handle anything that comes down the stress pike. Afterall, you can stand on your head for thirty or so months.

Well, that's not the case! Our experience says that you had better be a bit introspective on how your behavior places stress on your family, your cadre, and most importantly, yourself. Let's face it, you're not getting any younger and to have you in poor health because of excessive stress isn't useful to anyone. In addition, your kids are at their critical ages, your parents are getting older, and you are taking on ever increasing responsibilities. All something to think about. Please notice that the section title here is Stress Management. This is important for two reasons. First, the very best we can possibly do in our ever-changing environment is to reduce (manage) stress, not completely eliminate it. Secondly, all stress isn't bad, it only becomes harmful when it is excessive.

Stress can come from a variety of sources—the family, the community, and of course the on-the-job setting. When it becomes excessive the symptoms are:

- Hypertension
- Depression
- Increased drinking
- Increased smoking
- Increased use of drugs
- Higher cholesterol

If allowed to continue, excessive stress can be the cause of serious diseases such as:

- Coronary Artery Disease
- Psychosomatic Illness
- Mental Health Problems

Needless to say, any one of these can kill and will certainly result in ultimate mission failure. Now that we have your attention, it would be useful to outline some strategies that will help to manage stress.

- Know yourself. Anything read on leadership will tell you that a good self-diagnosis is essential. But, don't limit this analysis to your relationship with people. Know what your physical status is and what the things are that serve as personal stressors for you. On the physical side it's a good idea to get yourself a cardio-vascular screen whether it's required by your age or not. It's going to be tough keeping up with the "young bucks" during Physical Training. During the Pre-Command course is a good time to accomplish some of this introspection and self-analysis.
- Have the courage to delegate. There is always the motivation to put your touch on everything that goes on in the unit. Well, it simply can't be done, at least, in terms of efficiency or logic. So, let others do what they're paid to do; they'll feel better about the whole thing and you'll be reducing your stress. Remember—everybody in your unit wants it to be as good as you do; it's the American way to be winners. Almost no one will deliberately try to fail.
- Make time for yourself. If you like to read take time to do it. You may like tinkering with things and that tends to be relaxing. Don't be so busy or preoccupied that you can't get yourself seven-eight hours of sleep or be able to include time for your family.
- Establish realistic goals for yourself and the unit. This is tied into previous comments on knowing yourself. Know your limitations and try not to exceed them, while capitalizing on those things you analyze to be your strengths.
- Time management is stress management. So try to live by the calendar—not the stop watch.
- Take your leave and *require* the same of your cadre. Strongly discourage loss of leave.
- Don't work when you are ill. Promptly attend to medical problems. Encourage your people not to miss medical/dental appointments.
- Don't overreact to a bad cycle. When a unit has a bad cycle talk it over with the unit commander and/or cadre. Consider pluses, minuses and lessons learned. Quietly console yourself with the idea that if the unit has two bad cycles (in a row), then you can get upset! (The same idea will undoubtedly occur to the cadre—but without everyone getting overly stressed.) To the degree possible, encourage your boss to take this same approach.
- Know how to handle your own stress. Some suggestions include: jogging, playing sports, woodworking, sailing, etc.
- Schedule and encourage family activities. Family end of cycle parties are a good change of pace (as opposed to a cadre only blast). A battalion level 4th of July picnic or southern style fish fry can be a great event for families. Numerous activities (with prizes!) for children and adults produce the best of all worlds—family fun, team building and reduced stress. Do it right and the other battalion commanders will hate you (that will make you feel good).

One of the authors established a series of social events that involved all officers, NCOs, and their families. Specific events included an Annual Dining-In (Officers and NCOs), Annual Dining-Out (included wives), Spring Picnic, and Christmas Party. At each of these a competition was held and the winning company took home a commander's trophy. These functions were instrumental not only in reducing stress but also in building cohesion throughout the battalion. However, don't organize so much that your company commanders do not have any time left to do their own team building. Leave some time to them.

- Ask the chaplain to set up some marriage enrichment sessions over a weekend for a number of your cadre. Such sessions at a resort area or nice retreat location make good marriages better and weak ones stronger. You and your bride should go with the first group—your marriage will be the better for it. The Chaplain's Fund may pay most of the tab.
- Periodically reassess your leadership and lifestyle. Adjust as necessary. Counsel subordinates to do the same. Remember—your cadre will emulate your style. Don't perpetuate stress in your part of the Army.

These are just a few pointers on stress and how to handle it. There are many other ways to deal with this problem and if you're interested, Blue Cross/Blue Shield puts out a booklet entitled, "Stress." It is available at little or no cost.

In about 30 months your command tour will be completed. If you work conscientiously to minimize stress and have reasonable luck, you and your cadre will be able to enjoy your time in command. Conversely if you do not properly manage your stress, you and your subordinates will be miserable. How do you want to finish your command tour?

- Don't hang around the battalion after duty hours. If you have no work—go home. It sets a good example for cadre and does not produce unnecessary stress. (Were you ever mad when *your* BN CDR came *to your* unit orderly room to bat the breeze at 1800 hours after *you* put in 13 hours of training and were trying to finish your "In" box?)

FINAL ADVICE

Read each of the other chapters in this handbook regardless of which type of battalion you will command. Jot down some of the good ideas and also any other good ideas that you can find at the Pre-Command Course or from any other source. Apply them where possible, but remember, "Do Your Own Thing!" Your own leadership style is best for you.

Good Training!

CHAPTER 2

WHAT ABOUT WOMEN?

By Colonel John C. Hodges

This chapter is directed specifically toward new male commanders who want to know more about training women. The information presented here is purely pragmatic. It is based upon the collective experience of several commanders, each of whom served thirty months in Initial Entry Training (IET) battalions. The intent of this chapter is to share that experience in order to reduce the learning curve for new commanders.

If you are to command a battalion which trains women, it's a good idea for you to do some homework, either before you take command or as soon thereafter as possible. *Mixed Company* by Helen Rogan provides considerable insight into a woman's view of Initial Entry Training and the Army as an institution. The book is an excellent primer for new commanders, presenting male leadership style and male-dominated training in a revealing and unpleasant light. It will undoubtedly irritate many male readers, but the intellectual effort should be rewarded by increased sensitivity to women's perceptions and to some real problems in approaches to training.

If you prefer a video case study of "how not to do it," you should obtain a video tape recording of the TV documentary film "Soldier Girl." This jewel, which was aired in the early 1980s on many public television stations, represents a number of IET training malpractices which really happened. "Soldier Girl" will make a lasting impression and is well worth the viewing time.

NEW LEADERSHIP DIMENSION

Initial Entry Training for women under a predominantly male chain of command is relatively new. From 1942 to 1978, women underwent initial training in WAC Basic Training Battalions. When the Women's Army Corps was disestablished, the two WAC battalions at Ft. McClellan were integrated with male trainees and, gradually, with predominantly male cadre. A number of other training centers, including Forts Jackson, Dix, Polk, Leonard Wood, Gordon, Sill, and Bliss, started integrating female cadre and commenced training women. Thus began the current era of male-dominated training for women.

The extensive use of men as unit cadre, company commanders, and battalion commanders largely eliminated female role models for young women entering the Army. The absence of women in key positions deprived many training units of expertise in handling "female training problems" and created a new leadership dimension for male commanders and NCOs. This new dimension continues to concern most battalion commander designees.

Initially, many men did not handle the situation very well. Their mind set did not include the ability to cope with women who could not run, cried easily, and refused to "act like a man" under stress. Unfortunately, these are the easy problems to solve.

Consider the case of a new company commander confronted with an unusual problem. A female trainee in an integrated (male and female) company was corrected and told to "drop" for ten push-ups. In irritation, she dropped her fatigue pants instead and sat in a mud puddle. This incident occurred in full view of the male and female trainees in her company. Neither the Officer Advanced Course at Ft. Benning nor previous troop-leading experience prepared the new company commander for this situation.

Is the story true? Yes, it is. Is it typical? It most certainly is not. The real question here is what counsel would you give that previously confident officer when he rushes to you embarrassed and asks what he should have done and how to reestablish his authority?

Think about that, because during your command tour, you will have a number of discussions with drill sergeants and commanders who have been embarrassed or had their authority undermined by some young woman who acted in spite. Most frequently, the problem will be caused by an NCO or officer, will have served no useful purpose, and could have been avoided. Your success or failure will be reflected by your cadre and the effectiveness of training in your battalion.

FEMALE TRAINING PHILOSOPHY

The Army has not published any specific philosophy or doctrine for training women. This is unfortunate, because women do represent a large and unique population with definable training problems. However, since the WAC was disestablished, a training doctrine has gradually evolved. The most notable elements are as follows:

- Women will undergo the same basic training as men.
- Women will be given the same PT test as men, with performance requirements adjusted to female physical capabilities.
- Women will not be trained in the same companies with men during basic training.
- Women may be trained in the same companies with men during AIT.
- Women will be separated under the same regulatory provisions as men, except for pregnancy.

In a nutshell, women will be "separate but equal" in basic training (except for reasonable differences in PT test requirements). Some women are sensitive to the "separate but equal" dichotomy. As a new commander, you should be aware of this point, since you will probably have to defend the segregated training of women to your female cadre and to those women who joined an integrated Army.

Many of the IET battalion commanders who recently left command believe very strongly in integrated basic training, except for those men who enlisted specifically for combat MOSs. Their reasons for favoring integrated training include the following: socialization for males and females early in the soldierization process, healthy competition between the two sexes, and more economical use of cadre.

The purpose in surfacing such basic philosophical questions is not to create a rebellion in the ranks, but rather to give you the opportunity to think about a potential issue before you have to address it. Otherwise, your credibility in the eyes of the women you command may be bruised.

Incidentally, your sensitivity should have been touched by the verbiage used to define the elements of training doctrine which have evolved for women. If you were not affected, you need to do some outside reading—pronto. Neither men nor women should have to disavow their sex in order to become a soldier. It is unfair and dumb to consistently measure women against men's standards. If you believe otherwise, don't waste any more time reading this chapter.

PROBLEMS OF BEING A MAN TRAINING WOMEN

Traditionally, the best leaders were those who knew and understood their men. In today's Army, the best leaders are those who know and understand their men and women. It is a simple statement but not necessarily easy to accomplish.

A man attempting to train women must work harder at the process. The more effective training and motivational techniques for women often differ from those which work well for men. This requires significant head space adjustment. Having to make that adjustment irritates many men and is extremely difficult for "macho types."

The battalion commander's best bet is to influence his cadre to view training as a mission and to adjust their individual training, leadership and motivational styles to best accomplish that mission. Cadre must learn not to cheat, not to reorder the universe, and not to lower standards, but rather to perform their

mission as trainers without blaming their inabilities upon the women. If the unit or platoon has a bad cycle, chalk it up to experience and analyze how to do it better with the next cycle. If there are two bad female cycles in a row, an attitude adjustment is essential.

A battalion commander can do a great deal to help or hinder the training process for women. That commander can establish a good or poor training environment by the expectations he expresses concerning training in general and training women in particular. Any disparaging or derogatory comments or off-color jokes about women may be taken as the indication of your true feelings. Also, keep in mind that actions speak louder than words. Face facts—your cadre expect you to support equal opportunity, but they watch your actions and faux pas to ascertain what you really think. If you are biased or “faking,” it won’t take long for the cadre to get your range.

Smart commanders can remove some of the dilemma faced by male trainers through concise guidance *before* female training cycles begin and by discussing the subject with all new officers and NCOs as they arrive.

Battalion and unit commanders need to consider possible changes in their leadership styles and techniques. Some habits and mannerisms may need adjustment or elimination. Here is an emotional list to start you thinking:

- Being one of the boys
- Flirtatious comments to women
- Using the terms “girls,” “honey,” and so forth
- Profanity
- Obscenity
- Off-color jokes
- Projecting a macho image
- Girl-watching and interest in “those centerfolds”
- Sexually suggestive body language

If the list upsets you too much, you probably have some adjustments to make. If you are not convinced, here are two questions to ask yourself. Will any of the items on the list materially improve training for men or women? How many general officers exhibit those traits?

It is difficult to change habits and attempt to function ideally as a man in a woman’s world. But on the other hand, it is more difficult for a woman trying to become a soldier in a male-oriented and dominated Army.

SPECIAL CONSIDERATIONS

The first consideration for training women is psychological. Women enlist for different reasons than men do, and their preconceived ideas about the Army and IET prepare them more for failure than for success. Goldie Hawn’s role in the movie “Private Benjamin” illustrates the confusion many woman suffer in IET. Private Benjamin’s statement, “This is not the Army I joined,” is typical of comments made by many females who do not make it through basic training.

Men’s expectations of IET romanticize shaved heads, tough drill sergeants, agonizing PT, austere barracks life, and entry into manhood, topped by an overnight pass with a woman picked up in a bar. Not so for our prospective female warriors. Many expect campus life, dormitory rooms, cute uniforms, dating, and a colorful graduation.

Most women enlist primarily for an education, followed by the opportunity for a good job, and then by the desire for travel and adventure. They are aided and abetted by active recruiting campaigns and practices. IET usually enjoys a low profile in recruiting foreplay. As a result, many women imagine

wearing Class A's to classrooms for basic training. Some believe, as did Private Benjamin, that "If things don't go right, I can just quit."

The most effective cadres use trainee expectations of IET as the start point of training. Firm explanation of what must be learned and reasonable assurances of success are far better than emphasis on soldiering skills, such as PT, weapons training, and grenades, which are initially alien to most women. Cadre who stage Patton-like diatribes to women are either insecure, unintelligent, or trying to avoid training females in the future. None of these conditions is conducive to good training.

Cultural and societal influences do little to prepare women for the shock of Initial Entry Training. Most women are not athletically inclined, have not played team sports, expect a large amount of personal privacy, put some amount of value on being different from other women, and want individual treatment and freedom.

Initial Entry Training, particularly basic training, provides a totally countervalue environment for most young women. The world turns upside down. It appears that all the wrong things are emphasized—exercise, team play, total lack of privacy, and obsession with uniformity for everything and everybody. The resulting stress detracts from and becomes an obstacle to meaningful training.

Given these already traumatic conditions, unit cadres should not be encouraged nor in fact be permitted to "tear down" the women in order to "build soldiers." Such shock action will compound adjustment problems. The approach which most frequently works is a firm statement of expectations, assurance that expectations can be achieved, and firm assistance and encouragement to obtain desired results. Shouted obscenities are far less effective than softer spoken encouragement.

A second consideration for training women is physical differences. The training may currently be unisexual, but it is dominated by men and will be administered in classic male style, if you permit it. It would be as blatantly unfair to do so as to pit a welter weight against a heavy weight boxer.

Here are some normal female physical characteristics which make training women a little different from the training that battalion commanders and most cadre experienced in all-male units:

- Long hair (Significant in CBR training)
- Low center of gravity (Good for sit-ups!)
- Small head (Helmets are too large—bad for range firing)
- Undeveloped upper body strength (Hard to do push-ups and toss grenades)
- Short stature (Makes LBE and packs very uncomfortable and foxholes and firing positions too deep)
- Short arms (Difficult to hold and sight an M-16)
- Short legs (Susceptible to stress fractures. A good battalion commander watches stress fracture rates. Too long a stride or too quick a pace can literally produce invalids after a period of time. Excessive stress fractures indicate bad training practices.)
- Small feet (Unaccustomed to boots; may compound the stress fracture problem, particularly if required to run, e.g., to repeatedly catch up with a fast marching column)

These comments should not be misconstrued. Women are neither fragile nor untrainable. However, they (like many small men) will suffer more physical injuries and higher failure rates if subjected to training practices which routinely exceed their physical limitations of size, height, and strength. There are several points to be taken from the preceding comments:

- The cadre should not consistently use traditional macho training techniques. The "run 'em into the ground" and "forced march" approaches produce unnecessary training injuries and recycles. (Drill sergeants who consistently have high recycle rates require attitude adjustment.)
- The cadre should challenge and stress women to the limit of the trainees' physical capabilities.

- The cadre must be sensitive to training detractors created by equipment or facilities designed for men. For example, proper fit of LBE and helmets is important, elevating platforms and/or sand bags are needed for deep foxholes and firing positions, and so forth.
- The local physical therapy folks can give periodic classes to cadre on the causes and early detection of stress fractures. These technicians can also provide invaluable information on exercises to strengthen the upper body for push-ups, the abdominal muscles for sit-ups, and so on. This will help many trainees at PT test time.

UNIQUELY FEMALE

Those so-called "female problems" previously relegated almost exclusively to WAC commanders now belong predominantly to male cadre and male commanders. Aside from the obvious ones (menstrual cycles, pregnancy discharges, and feminine hygiene), there are a number of areas which demand increased male awareness.

The concerns and problems discussed in this section are certainly not all-inclusive. Discussions with your most successful cadre will augment this list and provide insight into problems unique to the training environment of your installation. Succeeding paragraphs may serve as the start point for such discussions.

PX Merchandise. Women are not issued lingerie, and some arrive with little or none. It is important that the PX stocks a variety of types and sizes of bras and panties (and, to the lesser extent, panty hose and slips). Cotton panties and "running bras" should always be available. If you don't understand why, any number of your cadre will enjoy enlightening you.

Medical Support. Monitor this area for questionable practices, which range from exploitation to abuse. Some young women will ride the sick book; others genuinely need care but don't receive proper attention. War stories abound, and many will unfortunately prove true. Examples are as follows: unnecessary pelvic examinations, no-smoking profiles for feet problems, late diagnosis of stress fractures, and unwarranted profiles. Your cadre should be conditioned to bring such problems to your attention. The unit and battalion commanders are key to assuring good medical support.

Physical and/or Sexual Abuse. A number of women have been physically or sexually abused prior to entering the service. This can and often does create unusual training problems. Examples are hysterics in the middle of a rape prevention class (situational recall of a repressed traumatic experience—a rape), inability to fire an M-16 (reaction to a rape at gunpoint), or incapacitating fear of a male drill sergeant (recalled beatings by an authority figure). The percentage of women affected has not been (and probably should not be) quantified, but such problems occur in many female cycles. The best cadre often recognize the existence of a problem and help to overcome it. Less sensitive cadres fail to see the problem and usually eliminate the woman under the Entry Level Separation (ELS). A good chaplain and female cadre are your best bet for coping with this problem. As a parting comment, two cautions are in order. First, the problem is not rampant, so don't get too alarmed. Second, watch out for manipulators who claim abuse to get sympathy. Good luck.

THE PROBLEM WITH ROMANCE

Romance is a sensitive subject for everyone in the Initial Entry Training environment. Fraternization (or whatever euphemism you choose for unauthorized social and/or sexual activities between permanent party and trainees) presents a "no win" situation for commanders. Regardless of how commanders deal with this problem, it upsets and divides units, quickly affecting morale and training.

Fraternization must be understood from three very different perspectives. In simplistic terms, these perspectives are representative of three types of people—trainees, cadre, and commanders. Each group is uniquely affected and concerned by the problem which fraternization presents. When these group perspectives are overlaid, an organizational perspective results.

Trainees constitute the largest and generally the least vocal of the three groups involved with fraternization. Most trainees view the Army as a highly professional institution. They believe that drill sergeants are trustworthy, and they look up to permanent party personnel, because that group has successfully completed IET.

That's the good news; the bad news is that many trainees do not really understand fraternization policies. As a result, individual perceptions and experiences become a driving influence for their actions and reactions to various situations. A female trainee previously exploited by lesbians may accept that as "the way things are" and not report the advances of women in the permanent party. Yet the same female trainee might perceive advances by a male (trainee or permanent party) as fraternization. A previously promiscuous trainee may see sexual favors as an easy way to gain an advantage over her drill sergeant. Conversely, an inexperienced young woman's admiration and trust could be exploited by an unscrupulous drill sergeant.

Parents of trainees may or may not become players in frat cases. If they do, you can give odds they will support their child, but you should only bet even money that you can predict what form that support will take. Some will defend the trainee's right for sexual freedom ("She loves the Sergeant, so it's all right with us"), while others will attack the Army for not protecting "the child's innocence." Also, a trainee's spouse may add a dynamic dimension to frat cases.

There are several points to be made regarding fraternization as it involves trainees:

- They don't always understand the rules.
- They are vulnerable.
- They may or may not be victims of exploitation.
- They are not primarily responsible for frat cases.
- They cannot be permitted to exploit cadre or permanent party.
- They are usually very frightened to accuse or implicate cadre.
- They should be punished when fraternization occurs, based upon the circumstances involved.

The next group to consider is the cadre, primarily drill sergeants as opposed to other permanent party personnel. Not unlike battalion commanders, this group has a reputation for being prima donnas. They have considerable power over their charges and far more prestige than their peers who aren't "under the hat." Fraternization policy represents a challenge to their integrity and a threat to their career. Many claim that trainees will use frat policy to discredit a drill sergeant who presses for high performance standards. Many cadre spouses will make similar statements.

Most legitimate fraternization cases have a similar pattern of events. Allegations are made, some form of inquiry occurs, the NCO involved frequently demands legal counsel and remains silent, other NCOs become upset and defensive over the allegations, spouses get involved in the rumor net, the local TV station or newspaper may get involved, the inquiry results in charges, the NCO becomes an outcast, jokes and remarks are made about his unit, and the drama is played out to a judicial or non-judicial conclusion.

Other permanent party (administrative, supply, mess, and committee group personnel) pose less potential threat to trainees than do drill sergeants. However, some of these permanent party do occasionally try to exploit trainees and, within their little "domains," can bring great pressure to bear on the trainees under their immediate supervision. Instant examples are an armorer who continues to reject a "dirty" weapon, a KP pusher who remains unhappy with a "dirty" floor, an instructor who can "fail" a trainee on grenades, causing her to be recycled, and so on. Therefore, despite less visible power, rank, responsibility, and access, other permanent party personnel may intimidate and exploit trainees. In this regard, they must be treated as errant drill sergeants.

There are several points to be made regarding fraternization as it involves drill sergeants and other permanent party personnel:

- They do understand the rules.
- They are far less vulnerable to allegations of fraternization than they think.
- They may be victims of exploitation by trainees.
- By virtue of rank, position, and understanding of the rules, they are primarily responsible for fraternization when it occurs.
- They cannot be permitted to exploit or abuse trainees.
- They deserve more severe punishment than trainees when fraternization occurs.

This leads us to the commander's perspective of fraternization. Many commanders would prefer a confirmed report of plague to an allegation of fraternization. All commanders are concerned and uncomfortable with the role they must play in such cases. Rather than analyze why commanders feel that way, here are some thoughts to help you deal with that role:

- Advise the cadre of your views on fraternization *soon* after assuming command. *Don't overemphasize policy.*
- Understand that reported allegations are the sign of a healthy unit. Don't kill the messenger—thank him or her, even if it hurts.
- Be open-minded about allegations. Some will be unfounded, others true, and many questionable. The only immediate decision you must make are whether to tell the boss right away and who should conduct the inquiry or investigation.
- It is probably best to give the boss an immediate SITREP. Local policy and common sense should dictate your actions.
- Frat cases cannot be kept quiet. Rumors regarding fraternization spread like cancer, and the longer it takes to treat the affliction, the worse it becomes. Prolonged investigation should be avoided.
- Consider using one experienced officer to run all inquiries or investigations. Your XO is probably the best bet.
- Trainees who make allegations (and some who subsequently make statements) deserve special consideration. It may be unreasonable to continue billeting and training them in the same unit, if there is reason to believe that unscrupulous cadre might pressure or intimidate them. Temporary billeting or training with another unit may be warranted. When in doubt, act in favor of the trainee.
- Once the investigation is completed, act quickly. If no punitive or administrative action is taken, it is *very important* to exonerate the individual(s) involved. Many commanders overlook that point, but their cadre do not forget it.
- Local policy permitting, think very carefully about suspending a drill sergeant unless you are relatively sure about guilt. When in doubt, act in favor of the NCO.
- If charges are preferred, make someone responsible for frequent contact with the individual until the trial is over. The CSM would be a good choice. There are three good reasons for this suggestion:
 - ** The individual may need help to resolve problems, but will be reluctant to surface them in the unit. The organization should support the individual until guilt is adjudged.
 - ** Guilt may *not* be adjudged. The individual may return to the battalion with fewer misgivings if he or she believes they were treated fairly throughout the process.
 - ** Such obvious concern for individual welfare and sense of fair play (especially for those apparently guilty of misconduct) will probably earn respect from superiors, peers, and subordinates.

- Don't let guilty trainees or those who make fraudulent allegations get away with it. They deserve punishment, too.
- Don't be vindictive about frat cases. Your cadre will get your number if you do. Then they may be reluctant to report future cases.

To close out comments on fraternization, it is important to understand that many factors influence cadre and trainee behavior in frat cases and that all battalions will have some allegations. Cadre professionalism and healthy leadership climate are the organizational factors key to preventing frat cases. Commanders must keep these two factors in mind.

In healthy units, there are fewer incidents of fraternization, and they are promptly reported. A good way to check your battalion is to review its frat cases for a year prior to your arrival. If most allegations surfaced through battalion NCO channels, the environment is probably good. If most allegations surfaced through officers or sources outside the battalion, the environment is unquestionably bad. If there have not been any allegations in a year, you should begin to feel nervous.

PROBLEMS OF BEING A WOMAN TRAINING WOMEN

Female cadre, both officers and NCOs, do have unique problems, including basic qualifications, adjustment to leadership positions, being stereotyped, distrust by cadre wives, and the burden of gender. Theoretically, many of these problems will decrease as more women enter and remain in the Army. Until that time comes, commanders should be aware of and sensitive to these problems.

Female drill sergeant candidates and unit commanders are generally less qualified than their male peers. Many female drills (drill sergeants) are younger and less experienced in troop leading and basic soldiering skills than male drills. In most basic training units, the majority of male drills come from combat and combat support career fields. Typically, the female drill comes from a service support background and has no experience in leading or training troops. Older female drill candidates went to WAC basic training. That means no weapons training, no field training, and a drastically different program of physical training.

Many female company commanders come from similarly disadvantaged training backgrounds. This fact will become your problem when your newest company commander enthusiastically reports in wearing her only set of (too tight) BDUs and you discover that her career consists of three previous assignments—in administration, protocol, and equal opportunity.

The two most important things to remember about female drills' lack of qualifications are that it is not the woman's fault and that, generally, it can be overcome. One of your important functions will be to create the environment to overcome the problem. How you choose to do it is dependent upon your leadership style. Above all, do it right. These women are tomorrow's battalion commanders and command sergeants major.

The second problem area is adjustment to leadership positions. Obviously, women (and men, for that matter) who are not qualified or experienced will have adjustments to make as they become commanders or drills. They most certainly will make mistakes and may overreact to correction.

There is one predictable, bad approach for women to take in adjusting to a leadership position, and that is attempting to "act like a man." It will not work for her or for the unit. Most certainly she should put in the hours, take her turn giving PT, stay out on bivouac, et cetera, but she should not be encouraged to become macho. She cannot sustain this role and will resent it over the long term.

Most adjustment problems can be overcome by understanding, counseling, and guidance. It's a good idea to use a buddy system for new female cadre. Link a new unit commander with a helpful, experienced unit commander. The same system works for new drill sergeants. Either a male or a female may be used as

the "older" cadre person. Incidentally, this buddy system works well for male newcomers, too. New cadre just naturally gravitate to older cadre as role models. The real advantage to organizational control of this buddy system is ultimate improvement of cadre quality by optimizing good role models.

Male cadre frequently stereotype female cadre. Such stereotyping may occur in terms of sexual preferences, physical abilities, or soldiering skills. Because there are usually very few female cadre, they are under frequent scrutiny and great pressure as the males wait for "proof" that the stereotyping is accurate. Is she a "dyke" or is she "straight and easy?" Is she a "wimp?" How many push-ups can she do? How is her command voice, and can she give decent platform instruction?

If you hear those types of questions or comments, the working environment for females in that unit is unhealthy and needs improvement. You may need to do some self-analysis in this area, because if you tend to stereotype (even jokingly), your actions will serve to aggravate such problems. Remember, you cannot get away with faking and your personal example is key to resolving this problem.

The next area is spousal distrust. Many cadre wives resent and distrust female cadre. These wives have concluded that their husbands spend too much time away from home and distrust their husbands around "other women." They know female trainees do not stay around long, but female cadre are always around. In the eyes of these wives, camaraderie between male and female cadre is a real threat. These cadre wives don't want to hear about cadre-only parties or team building. They have enough problems without home-wreckers!

There is not a great deal commanders can do to directly overcome spousal distrust. There is a great deal which can be indirectly accomplished by involving the family in organizational activities. These are addressed in the first chapter in the discussion concerning reduction of stress. Some of the more important activities are reiterated below:

- Discourage cadre from hanging around the unit.
- Require the cadre to take leave. Don't let them lose it.
- Encourage family involvement at end-of-cycle parties. These are better than cadre-only beer busts.
- Set up marriage-enrichment sessions at a nice location off-post.
- Arrange battalion-level picnics and family activities.

The last problem area is the problem of gender. In other words, men blame female cadre for all the problems of training females and all the problem female trainees. When male cadre fail with female trainees, they want to wash their hands of the problem by referring the source of the problem to a female cadre member with the clear message, "You're a woman; you straighten her out."

There are other indicators of the problem. Do female cadre give all the classes to females on grooming, hygiene, and make-up? Who serves as the primary authority on wear of the female uniform, female hair cuts, and so forth? Do *you* know all you should about correct skirt length, hair length, and placement of insignia on womens' uniforms?

The answer to this problem is clear. Men are equally responsible for training men and women as soldiers. Gender-related frustrations cannot be permitted to interfere with the training process. Female cadre cannot overcome the problem. It will exist until commanders turn the problem around by convincing their subordinates that responsibility for training is gender-free.

THE BRIGHTER SIDE

Much of this chapter deals with negative aspects of training women. It has to be that way, because commanders just naturally orient on problems. Well, there is a brighter side to the matter.

The simple truth is that women are generally good students. They are academically inclined, enthusiastic, try hard, and learn quickly. Historically, they have been volunteers and, once committed to a

career in the Army, they will sacrifice more to that career than most men. Statistically, they make good soldiers and, as a group, are far less trouble than their male counterparts.

It is not unusual for departing drills to reflect upon a particular female platoon which was the highlight of their tour. One male battalion commander said it very succinctly, "Women are fun to train. They get excited and try harder. By comparison, men are dumb and boring as hell."

CONCLUSIONS

The degree to which you are effective in training women will rest in great part upon your ability to periodically evaluate and counter organizational bias. Failure to accomplish this essential task can undermine even the best training methods. Conduct these evaluations quietly and personally. In the process, keep two points in mind. First, your attitude and actions have major impact upon the whole organization and training environment. Second, you are not capable of "faking it" with your cadre.

If your attitude needs adjustment, admit it and start trying to change it. Your cadre will support your effort. They fully understand who is boss and appreciate your honesty. Conversely, everyone lacks respect for and dislikes supporting a dishonest commander. If your attitude requires no adjustment, press on to get the job done.

There is no real mystery to training women. You need a positive attitude, as well as an understanding of and sensitivity to their values and problems. Otherwise, it is training as usual—but with better results than you might expect.

PART II

CHAPTER 3

COMMANDING A BASIC TRAINING (BT) BATTALION

By Lieutenant Colonel Frank W. Klein, Jr.

INTRODUCTION

While the mission and the basic requirements of the POI in BT is consistent throughout TRADOC, you will find deviations in specific responsibilities of agencies and organizations as well as differences in TDAs from post to post. Most BT battalions consist of 5 training companies (each authorized 2 officers, 1SG, Unit Training NCO, 12 drill sergeants, supply sergeant, and armorer) and the battalion headquarters section (consisting of CSM, XO, PAC, and S-3 section—no S1, S2, S4, and maybe no S3 officer). You will most probably also have a Battalion Chaplain, either as part of your TDA or assigned to Brigade Headquarters with duty to your organization. The purpose of this chapter is to describe some general aspects of command which I consider important to BT, regardless of the makeup of your battalion or post operations. Let me offer my personal congratulations to you for your selection of command, and I wish you the best of luck. Have fun and enjoy your assignment—I certainly did!

THE BT MISSION

The goal of basic training is to produce well-motivated, disciplined, and physically fit soldiers who are trained in basic soldiering skills capable of a meaningful contribution to the US Army after MOS qualification. The eight-week BT cycle is generally divided into three typical phases:

- I. Weeks 1-2: Referred to as a period of "total control" during which time the soldier is continuously supervised from *Revielle* to *Taps*. During this period, subjects in the basic school of soldiering are taught, e.g. introduction to Army standards, customs and courtesies, drill and ceremonies, personal affairs, etc. Most of the subjects taught during this period are the responsibility of the unit cadre.
- II. Weeks 3-4: Basic Rifle Marksmanship (BRM) training generally takes about two weeks and consists of mechanical training, familiarization and zero firing, field fire, practice record and record fire. Although much of this formal training is conducted by the Training Group, unit cadre conduct an enormous amount of concurrent and reinforcement training as well as serving as range safety NCOs.
- III. Weeks 5-7: Individual Tactical Training is shared by the Training Group instructors (hand grenades, US weapons, fire and maneuver course, night firing, etc.) and unit cadre (bivouac week, road marches, etc.). As with BRM, the Training Group instruction during this period requires extensive unit cadre reinforcement training.

The eighth week of BT is devoted to the End of Cycle Test (EOCT), any required make-up training not yet completed, turn-in of equipment, and graduation. A summary of the BT Program of Instruction (POI) is at Appendix A. Note, I did not differentiate which subject is taught in which week, nor which is the responsibility of the Training Group versus unit cadre for this varies from post to post depending on facilities and number of units to train.

HOW TO GET READY

There are several things you can do to prepare yourself for your assumption of command. One of the first things is to insure you are in good physical shape. As in any command, in addition to PT programs and road marches, the hours are long and there is a certain amount of stress; good physical conditioning cannot but help you both physically and mentally for the tasks ahead.

Once you have received notification of your assignment, there are several documents which you can study, all of which are probably obtainable from the appointed sponsor from your new command. The BT POI, a rather formidable publication, describes the training goals and objectives, tasks, conditions, and standards for each period of instruction. It also discusses administrative requirements for each period of instruction as well as training records and graduation requirements to successfully complete BT. TRADOC Pamphlet No. 600-4, The Basic Training Soldier's Manual Army Testing, commonly called the "SMART Book," is issued to every new soldier. It provides the soldier with a reference of all the skills and tasks required in order to pass the End of Cycle Test (EOCT) and graduate from BT. It should be carried by every soldier throughout BT and constantly referred to for standardized instruction, reinforcement training, and individual study. It is important that the Training Group, unit cadre, and the test site are all teaching the same performance measures elaborated in this pamphlet. This is an important tool for you to use as you inspect training to insure that everyone concerned is "singing from the same sheet of music"—if there are any discrepancies, you need to find out why because the only one who really suffers from inconsistency is the soldier undergoing training. TRADOC Regulation 350-6, Initial Entry Training (IET) Policies and Administration, with changes, establishes the basic parameters which govern training centers. It discusses training responsibilities, policies, procedures, and administration, management of the military socialization process, physical readiness training, and training evaluation. It is a key directive which will govern many of your actions and decisions. You will undoubtedly discuss the above listed documents at the Ft. Jackson Pre-Command Course, so it would be to your advantage to try to review these before your attendance at the course. Your sponsor should also be able to furnish you with a copy of the battalion TDA. Although you may know another training battalion commander and be able to gain some knowledge through him, you need to be cautioned that TDA authorizations differ from post to post and even, in some cases, from unit to unit on the same post; as a result, the problems and advantages for one battalion may not apply to another. Review your TDA to get an understanding of equipment and personnel requirements. While there is relatively little equipment and no readiness reporting requirements, you need to be aware of such common personnel complaints as almost no battalion staff authorized and chronic shortages of qualified personnel.

After absorbing the TRADOC documents you next want to review any pertinent training directives/guidance published by your particular training center which supplement the TRADOC publications. Your brigade and battalion may also have some published training and administrative guidance or SOPs.

If there is no established orientation schedule for you once you have arrived at your new station, I recommend you schedule some visits to key agencies on your own in order to meet key people with whom you will be working and to learn perceptions of your organization from those who impact on your daily operations. This may be easily done before assuming command, but, if time does not allow for it then, I would urge you to do so even after you join your organization. I have listed below some of those agencies with suggestions for items of discussion:

Director of Plans & Training:

- POI peculiarities on post
- training policy directives
- how to obtain training aids
- EOCT (do's/don'ts, common pitfalls, tour of site)
- Range regulations
- training schedule requirements
- permanent party training (professional development, schools, SQT, local directives)
- graduation requirements/ceremonies
- End-of-Cycle Seminars with Command Group, if any
- tour of Drill Sergeant School

Director of Personnel & Community Affairs:	<ul style="list-style-type: none"> —OE, if you desire a Transition Seminar —AG for organization SIDPERS record, entry level separation procedures, fraud entry procedures, and permanent party actions
Director of Industrial Opns:	<ul style="list-style-type: none"> —issue/turn-in procedures for individual equipment for trainees, bivouac week eqpt., MAIT & COMET inspection guides and recent results, common maintenance problems, etc. —dining facility contracts, management, inspections —post laundry policies and procedures
Director of Engineering & Housing:	<ul style="list-style-type: none"> —how to care for barracks, ordinary and emergency request procedures
Hospital:	<ul style="list-style-type: none"> —medical support for sick call, daily and during bivouac —mental hygiene department —control of admissions and releases
Training Group:	<ul style="list-style-type: none"> —range/training area regulations which specify unit requirements for those areas —your organization's behavior in their areas
Director of Reserve Components:	<ul style="list-style-type: none"> —required consultation with trainees before separation from service
Reception Station:	<ul style="list-style-type: none"> —procedures for receiving new soldiers —what the station can/cannot do concerning separations, medical profiles, etc.

Other agencies you may want to visit, time permitting, include the SJA office, MP/CID, IG, Post Chaplain (he will probably play a part in the rating of your chaplain), American Red Cross, and CPO. You may also consider visiting your fellow commanders to get a feel of how they conduct business, what they consider assets and problems in their command. Recent inspection reports from outside agencies are good to review once in command (AGI, MAIT, COMET, training inspection reports, etc.)—and I am sure you will receive initial briefings from brigade and battalion staffs as well as your subordinate commanders. As you can imagine, you will be inundated with a deluge of information after listening to all of these various personnel. I recommend that you keep a notebook of the key points from each, identify the critical areas, problem areas and "soft" spots surfaced during these talks as perceived by other people and give them your early attention.

PHILOSOPHY OF COMMAND AND LEADERSHIP/DAY-TO-DAY OPERATIONS

This section will give you some of my thoughts on command and leadership in a basic training environment, and it will also include a pot pourri of ideas which I consider important enough to mention which do not really fit in any of the other headings in this chapter. First, as we all are well aware, command comes all too infrequently during our careers. Don't waste this important time—be active, use initiative, and show progress. If you consider two things each time you make a decision or issue guidance, I am sure you will always select the correct path—mission accomplishment and impact on the soldier. And I am sure you have heard some of the following cliches time and again, but they are worth repeating here also—lead by example, insist on high standards and assist everyone in attaining them; praise success and correct (privately) failure; teamwork is better than dictatorship—practice two-way communication; be professional and have fun. Manage training, not statistics; don't compromise your integrity. Get out and

observe training; try to visit each company every day; spend a night in the field with a company on bivouac—that's good tonic for both you and your cadre; eat in the field and in the mess hall; participate in road marches. Some of these things take time, but it is the best way to feel the pulse of your organization. Do your administrative chores early or late in the day to the maximum extent feasible so as not to interfere with training. My emphasis was generally in three areas: training—it should be well-planned and executed, tough, realistic, and meaningful; maintenance—it cannot be neglected and should be taught and practiced daily; discipline—swift and fair justice. Constantly seek ways to improve the quality of life for your soldiers, trainees and permanent party and families; be sensitive to their needs, to post support activities, barracks and mess halls.

At Appendices B and C respectively, are type checklists which illustrate what needs to be accomplished at unit level on a daily/weekly basis. While these type checklists may vary from post to post depending on local directives and policies, they may serve as a point of departure to get you thinking about how things are coordinated and planned and where you may want to devote some attention while learning to understand the training cycle. In addition to those checklists, I would like to list a few "trip wire" areas which may also help:

- Insure units manage make-up training and get it done as early in the cycle as possible to preclude unnecessary holdovers.

- If you train females, insure the standards for them are the same as for males (except for PT) and are enforced; double standards will get you on a bad footing very quickly.

- Unit mess and transportation schedules should be in consonance with training schedules to preclude unnecessary delays and administrative goofs.

- Concurrent training on ranges is important; and if you finish on a range early consider staying there to reinforce the day's training—it is better than doing it back in the barracks.

- When you inspect training, there are four things which will quickly tell you if it is good or not: are trainees interested and attentive; are all trainees accounted for with maximum present for training; is there sufficient unit cadre present and participating in training for proper student/trainer ratio; and, is the training properly planned and executed.

- Devote some of your attention to the support people in your organization and not all of it to the drill sergeant. The dining facility, supply rooms, arms rooms, training rooms and orderly rooms also play a very integral part in the smooth operation of a unit.

- Mail should be picked up, properly safeguarded, and delivered regularly every day. Insure there are sufficient mail handlers available in every unit.

- Be very selective about extending drill sergeants on the trail after their two-year commitment is complete. If they are married, you may consider consulting with their wife as to her desires. Good NCOs can get burned out after two years of drill sergeant duty, and some won't admit it.

- Trainees, male or female, should never be counselled behind closed doors one-on-one.

- If you train females, you may find that they cry rather easily when being corrected or counselled. If this happens to you, do not cancel the discussion; just tell the female that you expect her to regain her composure so that you can continue the business at hand. Once they know they can get around you with a few tears, they will do so; and, you will lose their respect.

PERMANENT PARTY TRAINING

In addition to your primary mission of basic training, you also have the responsibility to train your permanent party personnel—both officers and enlisted personnel. This is more difficult in a BT unit than in a TOE unit for several reasons; you have less control over their time since master training schedules dictate much of that; you will probably have many more MOSs in your unit than in a particular TOE unit; and, you really don't have any equipment for "hands on" training for most of their requirements. Unless you personally take a great interest in this area, and insure your CSM does likewise, then a large part of your responsibility will go unfulfilled. Most of this training can and should be addressed in your annual Commander's Training Guidance and should appear on training schedules to help you insure that it is being planned and scheduled in a logical manner.

SQT Training. As senior NCO of your organization, the Command Sergeant Major should have overall responsibility for NCO Professional Development, the major portion of which is SQT training. He should be responsible for the management of the Battalion Learning Center (BLC), coordination of "hands on" training in preparation for the SQT, and diagnostic written testing. The key to most all of this training is a well-equipped, well-managed and accessible BLC. The BLC should contain all of the appropriate Soldiers Manuals for every level MOS you have assigned to your battalion (note I said *assigned*, which could be twice the number of MOSs authorized). It should contain at least two copies of every TEC tape and military publication listed as references in those manuals. This is a tall order and will take a constant, concerted effort on the part of your CSM and S-3 NCO to insure you maintain a complete and current library, but well worth the time and effort. The BLC should have sufficient Besseler Cue Sees for your NCOs to use those TEC tapes (I recommend about 4 in the BLC and one in each company.) If the BLC is located in your battalion headquarters, it can be available 24 hours a day to your cadre—operated during duty hours by the S-3 NCO and during non-duty hours by the Battalion SDNCO. With a reliable sign-in/sign-out system for the publications and tapes, the Cue Sees in each company provide a back-up study area for unit NCOs either during duty hours or while performing CQ duty. With the annual schedule for SQT testing, the CSM should be able to coordinate "hands on" training for some of your cadre with appropriate units or staff agencies on post, at nearby installations, or even possibly with some reserve component units in your area.

Periodic Mandatory Training. This training (APRT, Wpns Qualifications/Familiarization, NBC Proficiency, etc.) is applicable to officers and NCOs alike. These requirements can be easily managed by the units and battalion S-3 office; hence I will not waste time discussing them here other than to serve as a reminder to you that they must be completed and if not properly scheduled around such events as "summer surge," leaves, reserve component evaluation duty, etc., it can suddenly become an unnecessary headache.

Specialty Training for Trainers. This is an area very important for officers and NCOs alike. It includes that training required to make your cadre the most proficient possible in their duties as trainers and which keeps them up to date with current Army training subjects and techniques for basic training. You cannot assume that once an NCO has completed Drill Sergeant School, he or she is an instant expert in teaching basic training; nor can you assume that just because an officer or NCO has gone through one or two cycles of BT that they know all there is to know about training. This type training may include: guest speakers from the Drill Sergeant School to brief on recent changes in any instruction techniques, the BRM committee chief on post to review suggested techniques to reinforce rifle marksmanship, a tour of TASO to be more aware of its capabilities to support and training aids available for your units, a review of TEC tapes which address BT subjects. You may even schedule discussions on ways to improve unit/battalion operations—a sharing of experiences on how to train. The point here is to never be totally satisfied with your status of training; always seek ways to improve. Because of cadre turnover rates, this training should be conducted at least semiannually.

Officer Development. For a large percentage of your officers, their assignment to your organization will be their first (unlike the USMC which sends some of their most experienced and best qualified officers to their training base). It is important that these officers learn how to adapt to the Army, learn to perform

their current duties well, and train for their branch specialty to the maximum extent possible. In addition to the specialty training for trainers which I addressed above, your officers can learn the basics by being present and attentive while supervising daily training—they don't learn much staying in the range shack drinking coffee while training goes on outside. Branch training can be accomplished in a number of ways such as professional reading, correspondence courses, spending a few days at a time with staff agencies or any FORSCOM units on your post or nearby, officers' calls to discuss contemporary Army issues, sand box tactical exercises, terrain walks, or any other number of imaginative ways. One of the best ways to develop your junior officers, however, is to delegate authority to them, give them some room to exercise their judgement and be responsible for their actions; if you dictate to them their every move, then you aren't doing either them or yourself any good. For some of your officers who are interested, they may find this to also be a good time to continue their civilian education during off-duty hours. I would encourage this, and, if classes sometimes conflict with night training, try to be understanding and assist when possible.

RESERVE COMPONENT ANNUAL TRAINING

Generally during the summer months, two major events occur at training centers which impact on BT—the "summer surge" during which time you receive an extraordinary number of trainees, maybe 140 percent or more of your normal size fill; and reserve component units arrive for their two weeks of active duty annual training. You may receive an entire reserve battalion superimposed on your battalion headquarters and companies to assist you in training for most of those two weeks. This could be a disaster—or a real blessing at a much needed time if properly planned and executed. If you are to receive such a battalion, find out well in advance and help prepare that organization by learning its capabilities and weaknesses; once you know exactly when it will be with you, mail the battalion copies of your unit training schedules and lesson plans, and coordinate so that they will know what is expected of them in terms of training. Stress the need to arrive ready to go to work, being physically fit and presentable (no excessive moustaches, long hair, or pot bellies). Give them some responsibility and hold them accountable just as any other member of your battalion. Unit SOPs, appropriate training directives, and climatic orientations would also be of great help to them.

SOCIAL ACTIVITIES

Battalion Parties. Basic training consumes many hours every day, including weekends. Your cadre have wives and children that they really do not get to see very often since they probably leave home before everyone gets up and often return home after everyone is back in bed. While it is very nice to have periodic battalion parties, try to include the families also. Let the families know they are also a part of the battalion and that you are aware and thankful for the sacrifices that they also make. Pot luck bar-b-ques and picnics are a lot of fun for everyone; you can set up games for adults and children alike. If the weather is good, Easter Egg hunts are great; and Santa Claus visiting everyone in the battalion classroom all decorated can be very heart-warming. But cadre only drunken blasts during scarce free time is not a good way to improve the quality of life for the families of your cadre. I would also encourage company commanders to consider the same.

Officer Socials. Social activity is the responsibility of the commander and considered by some to be a part of officer development. It certainly can help to make an organization a close knit one. It can also be a very expensive proposition for a commander over the long haul. There are times when it is appropriate for the "old man" to host social occasions and foot the bill, but don't forget that there are many ways to help share the burden. Other than those "special" occasions, a round robin of periodic socials hosted among the companies and battalion staff is a good idea just so long as it is understood that there is no contest as to who can spend the most money or be the fanciest. Again, picnics, pot-luck dinners, auto rallies, happy hours, and supporting the club functions with reserved tables are all great.

SUMMARY

During this chapter, I have tried to highlight what I consider some of the more important aspects of command in a training battalion. Obviously, I did not cover all of the bases. For example, before your first Christmas in command, you need to have a detailed plan on how to cope with EXODUS—the approximately 2 weeks when the training base pretty much comes to a stand-still (if that is possible). I do hope that this chapter and its appendices did provide you the basis for some stimulating thought and topics for discussion both in the pre-command course and with your fellow commanders once at your new station. You will soon receive your battalion colors and embark on one of the greatest assignments of your career—take advantage of it and enjoy every minute. Good luck!

APPENDIX 3A**SUMMARY****US ARMY BASIC TRAINING
(8 weeks, 405 hours)****SUBJECT**

	PROGRAM HOURS	PROPOSED PROGRAM HOURS
A. FUNDAMENTAL TRAINING		
First Aid	9	
NBC Defense	14	
Individual Tactical Training	28	25
Marches and Bivouacs	22	18
Physical Readiness Training	40	45
Guard Duty	5	3
Role of the Army	1	
Responsibilities of the Soldier	2	
Identification, Preparation, & Wear of Uniforms	2	
Inspections	19	
Drill and Ceremonies	16	
Military Customs and Courtesies	4	
Personal Health and Hygiene	4	
Basic Military Communications	6	4
Military Justice	2	1
Map Reading/Terrain Association	8	
Code of Conduct	2	1
Opposing Forces Orientation	2	1
Law of Land Warfare/SAEDA Orientation	2	
Conditioning Obstacle Course	4	2
Confidence Obstacle Course	4	3
Survival, Escape, Resistance, & Evasion	0	
Personal Affairs	2	
Alcohol & Drug Abuse Prevention & Control	1	0
Rape Prevention	1	.5
Equal Opportunity	2	1
SUBTOTALS:	203	
B. WEAPONS TRAINING		
M16A1 Rifle Marksmanship	70	
Hand Grenades	8	
US Weapons Training	10	5
SUBTOTALS:	88	
C. SOLDIER EXAMINATION		
Reinforcement Training	36	46
End-of-Course Testing	8	
SUBTOTALS:	44	

SUBJECT

	PROGRAM HOURS	PROPOSED PROGRAM HOURS
D. PROGRAM ADMINISTRATIVE/SUPPORT TIME		
1. Administrative Time		
(a) Training Center Commander's Time	8	
(b) Company Commander's Time	8	
(c) Uniform Fitting	6	
(d) Commander's Orientation	2	
(e) Climate Orientation	1	
(f) Immunization	4	
(g) Chaplain's Orientation	1	
(h) Equipment Maintenance/Turn-In	6	
(i) Guard Duty/Detail Unit	16	
(j) Payday Activities	4	
(k) Outprocessing	2	
(l) Graduation Activities	4	
2. National Holiday	8	
SUBTOTALS:	<u>70</u>	
E. PROGRAM RECAPITULATION		
Fundamental Training	203	
Weapons Training	88	
Soldier Evaluation	44	
Administrative Support	<u>70</u>	
TOTALS:	<u>405</u>	
F. TOTAL TIME		
Total Hours	405	
Total Weeks	8	
Average Hours Per Day (see note)	9.2	
Average Hours Per Week	50.6	

NOTE: Average 5½ days per week.

(Author's Note: The above summary is per the BT POI; in reality, the average hours per day and days per week may vary according to local policies and requirements)

Proposed Program Hours column reflect proposed changes to the POI which may become effective October 1983. When you review your POI, insure you have all the changes thereto.

APPENDIX 3B

UNIT TRAINING ROOM TRAINING CYCLE SUSPENSE ACTION

ACTION	SUSPENSE	REPORT TO	REMARKS
	DAILY		
Personnel Status	0700	PAC	
Vehicle Status	0700	S-3	
	WEEKLY		
Coordinate Mess Schedule w/S-3	1300 Thurs	S-3	
In-Training Weekly Summary	0900 Fri	S-3 in writing	
Weekend Dispatch Request	0900 Fri (2 wks prior)	S-3	
Coordinate Weaponer Usage	1300 Thurs	S-3	
Draft Training Schedules		S-3	2 wks prior to tng week
	PRIOR TO FILL		
Request for Driver Testing	1 wk prior to fill	S-3	
Fill Wk Training Schedule	Mon prior to Fill Wk	S-3	
Bivouac Site Request	W/fill wk tng schedule	S-3	
1st & 2d Wk Tng Schedules	Mon prior to Fill Wk	S-3	
	FILL. WK		
Verify RA/NG/ER Count	COB Fri, Fill Wk	PAC	
	FIRST WK		
Diagnostic PT Test	COB Saturday	Internal	
	3D WEEK		
Recruiter Malpractice Briefing	COB Fri	PAC	
	4TH WEEK		
Verify Shot Record Rqmt	COB 4th Wk	Bn XO	
Security Clearance Info	COB 4th Wk	PAC	
Verify Phase II Uniform Shortage	COB 4th Wk	Bn XO	
	6TH WEEK		
Replace ID Card/ID Tags	COB 6th Wk	PAC	
Indiv Leave Data (for Grad)	COB 6th Wk	PAC	
Complete Shot Make-up	COB 6th Wk	Bn XO	
	7TH WEEK		
Bivouac Eqpt Turn-In	COB Monday	Bn XO	
M-16/Gren Qual Roster	1200 Wed	S-3	
Indiv Supply Records to Tng NCO	COB Fri	Internal	
	8TH WEEK		
Cycle Awards	1200 Mon	S-3	
Tentative Holdover Report	COB Monday	PAC	
Holdover Report	Sat after Grad, Update every Fri	PAC	For engraving

<u>ACTION</u>	<u>SUSPENSE</u>	<u>REPORT TO</u>	<u>REMARKS</u>
	MAINT WEEK		
	See "Prior to Fill Week"		
	Actions		
	MISC		
Phase Test Results	5 working days after test	S-3	
Schedule Make-up Training	NLT 3 days after primary instr	S-3	
Final PT Test Results	3 working days after test	S-3	
EOCT Results	3 working days after test	S-3	
Initial BRM Qualification Results	3 working days after test	S-3	

APPENDIX 3C UNIT SUPPLY/MAINTENANCE CHECKLIST

ACTION	SUSPENSE
A. Maint Week: 1. Turn in defective equipment from previous cycle (masks, wpns, etc.) 2. Initiate Individual Organization Equipment Record (DA 3645) 3. Initiate new Weapons Cards (Armorer) 4. Initiate Plt Sgt Hand Receipts for next cycle 5. Procure any special SSSC items for next cycle 6. _____	w/i 48 hrs after Insp. NLT Fri NLT Fri NLT Fri NLT Fri
B. Fill Week: 1. Initiate Indiv Personal Inventory File (DA 3078) 2. Maintain trainee hand receipt files 3. Initiate & Maintain CIF Issue Record 4. _____	NLT Fri NLT Fri Day of Pick-up
C. First Week: 1. Obtain from drill sgts list of initial issue shortages & request fill 2. Maintain current list of shortages from CIF issue & request fill 3. Obtain sizes of MOPP Eq for trainees 4. _____	NLT Mon NLT Mon NLT Fri
D. Second Week: 1. DX all misfitting boots & overshoes 2. Pick up MOPP equip from CIF 3. _____	NLT Fri NLT Fri
E. Third Week: 1. Prepare Phase II issue forms (Coord w/Ph II issue point) 2. _____	NLT Thurs
F. Fourth Week: 1. Requisition bivouac equipment a. Ammo/pyrotechniques b. S-4 standard issue list for troops 2. Requisition Guard Duty Equipment from S-4 3. Requisition Guard Ammo 4. Request Phase II issue shortages 5. _____	NLT Fri Day prior to guard duty Day prior to guard duty NLT Fri
G. Fifth Week: 1. Draw bivouac equipment from S-4 2. Issue bivouac equipment to plts 3. Turn-in & replace unserviceable bivouac equipment to S-4 4. Requisition water trailer for bivouac from TMP 5. Requisition Porta-pottie chemicals from S-4 6. _____	NLT Mon NLT Wed NLT Fri NLT 1200, Fri NLT 1200, Fri

ACTION**SUSPENSE****H. Sixth Week:**

1. Deliver gear to bivouac site
2. Inspect gear at bivouac site
3. Draw bivouac ammo-pyrotechniques
4. Coord w/ISG & S-3 for site clearance insp; coord w/S-4 for tent inspection
5. Inspect site w/ISG & S-3 and tent repair team
6. Request from S-4 porta-potties be pumped
7. Turn-in excess bivouac ammo-pyro
8. Request special cleaning equipment for EOC weapons cleaning and mask sanitation
9. _____

NLT 1200, Mon
Mon
Mon

Thurs
Fri
As required
Fri

Fri

I. Seventh Week:

1. Turn-in bivouac equipment
2. Submit bivouac ammo usage reports to S-4 (DA 581)
3. Clean Immersion Heaters
4. Turn-in MOPP Equip to CIF
5. Request sack lunches for shipment after graduation & estimate number of guests for graduation meal (to dining facility)
6. Coordinate refit of Phase II issue
7. Individual supply records to unit Tng NCO
8. _____

Mon
NLT Mon
NLT Mon
Mon

Mon
As required
COB Fri

J. Eighth Week:

1. CIF Turn-in
2. Coord w/ISG for final equipment check prior to graduation
3. Draw special graduation equipment
4. Weapon/Protective Mask Final Inspection
5. Notify S-4 of CIF turn-in results
6. _____

NLT Wed

Day of turn-in

K. Misc Recurring

1. Weekend Vehicle Dispatch Request (coord w/ISG and SDI)
2. Weekly Motor Stable
3. Turn-in ELS Equipment
4. Inventory AWOL gear (file IAW AR 710-2)
5. Inventory other absentee gear (hospital, leave over 5 days, etc.) (file IAW AR 710-2)
6. Requisition tactical radios (for road marches, bivouac, etc.)
7. Exchange linen
8. SSSC Status Report
9. _____

To S-3 NLT 1000 Fri

NLT 5 working days
after ELS
Immediately
NLT 5 days after
depart unit
As required
IAW schedule
As of end of month,
NLT 5th day of next
month

CHAPTER 4

COMMANDING AN ADVANCED INDIVIDUAL TRAINING (AIT) BATTALION

By Colonel David C. Johnson

INTRODUCTION

When I was notified of my selection to command at Fort Leonard Wood, my reaction was one of pride coupled with uncertainty. Surely someone in MILPERCEN had made an error sending an Infantryman to an Engineer installation to command an AIT battalion which trained 64C, Motor Transport Operators, and 63B, Wheeled Vehicle Mechanics. However, after arriving at the 4th AIT Brigade, my apprehensions were relieved as my wife and I were welcomed and readily accepted in the organization, and I quickly became too busy as a commander to worry about why I had been slated to a training battalion. Although I thoroughly enjoyed my tour in this command, I supported the TRADOC decision in 1979 to slate command designees to AIT battalions so as to match their specialties with the type of training being conducted in the unit. More on this later.

My purpose in writing this chapter for the handbook is to describe some of the unique aspects of AIT command and some of the techniques and approaches which I found to be successful in that environment. While acknowledging that there are many different types of AIT battalions in TRADOC with vastly different organizational structures, course lengths and POIs, I have chosen to concentrate on the specific situations which I dealt with as a battalion commander rather than try to construct some generic model for all AIT. Hopefully, however, other officers headed for various AIT battalions will find this chapter useful as they prepare for taking command.

ORGANIZATION-AND-MISSION-ACCOMPLISHMENT

The principal mission of an AIT unit is to conduct MOS training for new soldiers following BT and retraining for certain prior service personnel. To accomplish our MOS training mission, the 5th Bn, 4th AIT brigade was organized into separate 64C and 63B courses with their own instructors and facilities, three companies of 64C trainees, two companies of 63B trainees and a headquarters company. All training was conducted by battalion personnel and all equipment and facilities including over 400 vehicles and a large motor pool operation belonged to the battalion. Although use of roads and training areas was coordinated with the DPT, no outside sources such as a committee group were directly involved in the training process. Cadre personnel included 16 commissioned officers, 2 warrant officers, and 350 enlisted (mostly in the grades E6-E7).

The total number of trainees assigned at any one time varied from 600 to 1600, and the average number of female trainees was 35. The annual surge was never accurately forecast by the ARPRINT; however, it generally occurred in the September to November period, following the BT surge by about 2 months. High in-training loads put a real strain on training facilities and equipment, messing operations, and billeting as well as on the trainees and the cadre themselves. The cadre to trainee ratio itself became a serious problem, particularly when surges caused the number of trainees in a company to exceed 300 with only 6 drill sergeants authorized. In these situations we frequently had to rely heavily on prior service personnel and other trainees acting as class leaders, squad leaders, and peer instructors. Of necessity these leaders were given considerable responsibility for large numbers of inexperienced trainees but had very limited authority. Whatever authority they did have to insure work was done and order and discipline maintained was derived primarily from their drill sergeants, first sergeants and company commanders. We found it extremely important to brief these trainee leaders thoroughly on the reasons for our special conditions and our expectations for them. The results in classes with dedicated and helpful trainee leaders were indeed positive. Well informed and motivated trainee leaders served a vital need in the battalion and functionally were a part of the chain of command. They acted as the drill sergeants' assistants, and in addition to

supervising numerous activities and details, they helped maintain order, assisted other trainees with minor problems, and advised the drill sergeants of potential problem situations. As I told trainee leaders in our weekly seminars, we were unable to give them real authority, nor could we promote them or otherwise recognize their accomplishments except by letters and certificates. They were also told, however, that they had been provided a leadership opportunity in which they could learn much more than just their MOS skills.

The relatively high and often unpredictable fill rates presented challenges in the MOS courses as well as in the companies. In both courses the high trainee to instructor ratios and the limited facilities and equipment available forced us to operate training on a double-shift basis for 13 of 18 months. This undesirable but necessary step resulted in somewhat reduced training time each day for the trainees and increased on-duty time for the instructors. When you consider the fact in this AIT unit it was not possible ever to have a cycle break, the potential morale problem for the instructors is clear. In addition, there was an increase in friction between the instructors and the drill sergeants whose special status and extra pay they envied. To compensate we tried to be flexible in rearranging schedules and providing some time-off for instructors and by keeping drill sergeants in the course training areas to assist in answering trainee questions and to conduct reinforcement training. In another effort to compensate the cadre for their heavy requirements, we instituted pay-day procedures; time-off on pay-day afternoon after paying trainees and conducting a battalion (cadre), "payday formation" in a theatre prior to lunch. On these occasions I was able to present awards, letters of commendation, Run For Your Life certificates, as well as announce and make promotions and personally recognize individuals and groups for special achievements. These sessions also gave me an opportunity to discuss one or two key issues with almost all of the cadre present.

AIT-PHILOSOPHY

The overall philosophy used in our battalion was that AIT should provide not only MOS training but should also serve as a transition between BT and the soldier's eventual unit of assignment, whether in the active forces, the reserves or national guard. BT units are primarily responsible for effecting the transition from civilian to soldier. However, the process certainly does not end at BT graduation—AIT cadre have a responsibility to continue it and reinforce it as they prepare a soldier for duty in a unit. An important feature of this philosophy was the idea that a soldier should understand and exhibit self-discipline before he leaves initial entry training. For this philosophy to be effective it was necessary that AIT soldiers be given the opportunity to demonstrate and exercise self-discipline. These opportunities were provided by gradually easing restrictions and requiring less immediate and constant supervision than in BT units. This concept was partially built into our organization because our companies were authorized only 6 drill sergeants each as compared to 12 per BT company. In some ways drill sergeants in AIT can assume more of the role of platoon sergeants.

After providing trainees the opportunity to demonstrate self-discipline, we attempted to recognize or reward the appropriate behavior whenever possible. As a result, soldiers had to earn their privileges, such as wear of civilian clothes off-duty and off-post passes, rather than have them awarded automatically when they reported to AIT. The company commanders based their decision to award privileges on their troops' performance in the course, in the barracks, and on inspections.

As the transition process in AIT continues, the soldier's concerns change from apprehensions about training to those about his ultimate assignment. Good drill sergeants, instructors, and other cadre members can help alleviate these apprehensions by taking the time to advise and answer questions about overseas duty and other uncertainties in the minds of trainees. Taped orientation programs and personal briefings are also helpful for groups and individuals scheduled for overseas assignments. Also, having officers and NCOs with experience in the Career Management fields in which the students are training helps in this process of transition and familiarization.

As a final step, the AIT graduate should be able to look back on IET as a good learning experience and to look ahead with eagerness and confidence to his first assignment in a unit. In short, he should be turned on toward the Army.

POSITIVE-LEADERSHIP

One way to help insure the trainee develops a good attitude toward the Army is to provide him with positive leadership. Clearly one of the major challenges in establishing a positive environment is how to deal with the issue of the "we-they" relationship in a training unit; "we" being the cadre and "they" being the trainees. Whereas this type of relationship may be inevitable, perhaps even desirable to a certain degree, in AIT as well as BT, it can be extremely dysfunctional if permitted to become adversarial. In fact, any cadre member, but drill sergeants in particular, can exercise an almost unmitigated level of power over trainees if they choose to and are not supervised. This is not to say that all or even most drill sergeants will try to develop or use this kind of power. The fact remains, however, that if even one cadre member takes advantage of the trainees in his charge in such a manner, serious trainee abuse is likely to occur. Regulations have been promulgated to cover these situations, but they alone cannot prevent violations. Instead of listing the prohibitions against trainee abuse and emphasizing the negative aspects, attempts should be made to recognize and develop positive techniques and concepts. What is needed is to maintain an overall atmosphere of positive leadership throughout the battalion; and in this respect, all members of the permanent party are considered to be leaders, whether they are drill sergeants, instructors, company commanders, operation clerks, or supply and maintenance personnel. Each cadre member (including civilians) has an impact as a leader on the trainees, who are in the vulnerable position of not knowing for sure what the reasonable limits of authority are for various cadre personnel. Insuring that the cadre consistently practiced positive leadership was the biggest challenge I faced as a commander, and seeing it applied and watching it work provided me the greatest satisfaction. At the risk of being pedantic, here is the list of techniques I used as battalion commander:

1. Personally set the example for positive, supportive leadership.
2. Be present throughout the battalion and exert direct influence as much as possible without usurping the authority of subordinate leaders.
3. Continuously recognize excellence and emphasize success, capitalizing on achievement through positive and public reinforcement.
4. Teach and convince others in the battalion that positive leadership can enhance accomplishment of unit and individual goals.
5. Identify those cadre personnel who cannot or will not use the positive approach and get them to change or get rid of them.
6. Check and recheck to insure the desired climate is maintained.

In my opinion, the commander's major tasks in providing for positive leadership are first to set and model the proper example and second to recognize and reinforce the practice on the part of his subordinates. In trainee seminars, I solicited positive comments on individual drill sergeants and instructors which I could personally pass on to the NCO and his supervisor. Whenever possible, we tried to publicize this recognition within the NCO's peer group as well.

For the trainees, we tried to emphasize positive results and achievements, recognizing excellence at every opportunity, and seeking to reinforce their successes. Praise itself, by virtually any cadre member who sees the appropriate behavior, is a big motivator. Trainees will also respond well to criticism, but only when they realize it is fair and constructive. However, they thrive on praise, especially when they know it is deserved. I believe that the dividends produced by this approach are remarkable and out of proportion to the incentives and rewards applied. For example, a simple, locally produced certificate with the battalion crest and a few appropriate words describing the achievement, such as outstanding trainee leader or excellence in an inspection, had a significant impact on a trainee when signed and presented by the company or battalion commander. In this same regard, some class and company competitions can be useful if they are carefully monitored and controlled so they do not become ends in themselves or otherwise unhealthy.

The bottom line is that more good training can be accomplished by positive than by negative leadership and that with positive leaders, trainees feel more positive about themselves. Under positive leadership in BT, the trainee begins to feel some pride in becoming a soldier; in AIT the development of this pride should continue. In addition, in AIT the trainee should begin to identify with his Corps or his Career Management Field. In other words, he should begin to get an idea of the role he and his first unit will be playing in making the Army go. Cadre members, particularly those with experience in the Corps or CMF, can play an important part in this informal aspect of training by relating their experiences, answering trainees questions, and by demonstrating their own pride in their Corps. Since I did not have a Transportation or Ordnance background, I tried to explain to the trainees how important the services provided by those two Corps were to all Infantrymen as well as the entire Combined Arms Team.

HANDLING-INCOMING-TRAINEES

Another important facet of a positive leadership environment is the manner in which incoming trainees are received and integrated into the unit. At Fort Leonard Wood the emphasis placed on a positive, upbeat, and supportive initial encounter in basic training paid dividends in trainee morale and motivation. In AIT we used the same approach recognizing that no positive effect is achieved by harassing or hassling incoming trainees in either BT or AIT. A soldier's first impression of his new unit and its cadre is an important and a lasting one. However, we did have some special conditions in AIT which we had to deal with in a concerned and positive manner. For example, upon graduation from BT, soldiers experienced a sense of accomplishment, excitement, and even euphoria. We had to receive those soldiers the next day and try to maintain their enthusiasm and morale as they discovered that they faced more rigorous training, demanding inspections, and another set of drill sergeants. Good AIT orientations for BT graduates help smooth the transition, and it is important for AIT cadres to brief their incoming soldiers thoroughly and to interview each person as well as carefully plan and supervise activities for the first few days. Whereas the key to successful inprocessing may be the drill sergeant, the first sergeant and company commander must play an active and visible role, particularly in AIT where incoming trainees need to know right away that their entire chain of command is interested in them.

SELF-PACED-LEARNING-IN-AIT

When I arrived in the battalion the 63B course had just been converted to the self-paced mode, and there was considerable optimism about the amount of training time that would be saved. There was little doubt that self-paced learning was an effective educational method and that it provided the gifted or experienced student an opportunity to move quickly through the course at his own speed. In this regard, it was also a most efficient training technique. Self-paced learning provided the slower learner a chance to pull through even if it took longer than the average completion time—so long as he didn't get bogged down, become frustrated and quit. The most common problem for the slower students was their limited ability to read and comprehend the technical lessons, even though efforts had been made to reduce the level of difficulty of the training materials. Also, slow learners were often discouraged when they saw their brighter classmates moving ahead rapidly through the course modules while they plodded on at their slower pace. This sense of frustration on the part of the slow learner was further increased by his inability to see the "finish line" or predict with any certainty his likely completion time. Dealing with this uncertainty and the recurring prospect of failure in each module was a big task for drill sergeants and instructors of the slow students who required individual attention and encouragement. In the same vein, the elements of class unity and esprit de corps often suffered when no mutual milestones except PT tests and inspections existed and there could be no common graduation date. We did try to compensate for the loss of a graduation exercise by conducting a "recognition ceremony" for each class at the beginning of its sixth week when we passed out PT awards, certificates for special achievements, and letters of appreciation. We also instituted a procedure whereby I ate breakfast each morning with those soldiers who had completed the course and were shipping that day and personally awarded their AIT certificates. The fact that their company commanders personally presented branch insignia to each graduating soldier also helped offset the absence of a formal graduation ceremony. Those who discount the significance of some kind of graduation event fail to understand its importance to young soldiers, many of whom have had few if any previous publicly recognized successes.

The advantages of self-paced learning do not necessarily include an overall savings in time—particularly in classes which have many slow learners or poor readers. Another myth is that self-paced learning will require fewer instructors or “facilitators” and fewer course overhead personnel. We found that quite the opposite was true, especially in a course with numerous modules and the legitimate requirement for a comprehensive end-of-course test. Another disadvantage we noted was the lack of flexibility to accommodate large in-training loads. Bottlenecks caused by equipment limitations and insufficient numbers of instructors were difficult to break, and the problem of crowded conditions seemed to build, almost exponentially, on itself.

Whereas the majority of our incoming trainees were initially enthusiastic about the prospects of self-paced learning, many recommended when they completed the course that we revert to lock-step instruction. Undoubtedly we made some mistakes in applying the self-paced concept, and our resources and facilities limited its potential for success. However, I am convinced that the purely self-paced method in AIT is not the best way to develop soldiers who must know how to perform as a team. Although I do not advocate a return to the totally lock-step method, I believe the group-paced variation now used in a number of AIT battalions is working well. Finally, I think it is much more important to graduate a soldier from AIT who has developed the requisite technical skills, soldierly knowledge, and positive attitude than to simply move him through the course as rapidly as possible.

INTERFACE-WITH-PROPONENT-SCHOOLS

One additional unique aspect of many AIT units is their relationship to their proponent schools, which provide the POI, technical advice and assistance, certain training publications and materials, and the latest in training developments. In those instances where the AIT battalion is co-located on the same installation with the proponent school, coordination should be fairly simple. In the case of the 5th Bn at Fort Leonard Wood, long distance coordination was required with both the Ordnance School at Aberdeen Proving Grounds and with the Transportation School at Fort Eustis as well as with TRADOC HQS. It is critical for the AIT battalion commander and his course personnel to establish and maintain a good working relationship with his counterparts at the proponent schools. The assistance they can provide in such areas as obtaining training materials, validating end of course tests, and training instructor personnel is invaluable.

CONCLUSION

At the beginning of this chapter I stated that I agreed with the TRADOC decision to assign commanders to AIT battalions based on specialty codes even though my specialty code did not match the MOS trained by my battalion. In doing so, I am recognizing the value of technical expertise and personal experience in branch related assignments. However, I would not trade my command experience for any other; I had a unique opportunity to influence the development of over 10,000 young soldiers and to lead a dedicated cadre in accomplishing a vital training mission. If you are now headed for an AIT battalion, or any other battalion in TRADOC for that matter, I hope you too will experience the same pride and satisfaction in helping to produce soldiers.

CHAPTER 5

COMMANDING A ONE STATION UNIT TRAINING (OSUT) BATTALION

By Lieutenant Colonel Martell D. Fritz

GENERAL

Command of an OSUT battalion is a challenging assignment and features the best of both worlds. You will experience all of the unique aspects of a training center command while still enjoying a close relationship with your branch as you develop, revise, refine and improve MOS related training. The leadership challenges are immense but the rewards are equally great. You will be able to personally influence the quality of training for thousands of soldiers who will receive Initial Entry Training (IET) under your command. These new soldiers expect and deserve IET that is mentally challenging, physically demanding and personally rewarding. You will be able to see the results of your efforts in the day to day progress of your soldiers.

OSUT simply means that a trainee will receive all of his IET in one unit with the same training cadre. Multiple One Station Unit Training (MOSUT) is basically the same except that training in more than one MOS is conducted in the same battalion. Current OSUT training within TRADOC is from 12 to 18 weeks in duration. The complete IET in one unit provides the cadre a better opportunity to evaluate the progress of trainees and to identify trainees who have potential for leadership positions and conversely to identify sub-standard trainees for elimination from the Army. OSUT also provides a better opportunity to build cohesion and teamwork within a unit. The soldiering process is also more fully developed in an OSUT unit.

This chapter is not intended to provide you a formula for a successful command. The purpose is merely to alert you to certain areas which will require your attention, guidance and policy early in your command tour. Armed with this information and your personal approach to command you should be able to "hit the ground running."

PREPARATION FOR COMMAND

After you take command, your time will be at a real premium and you'll never seem to have time to read everything you would like. There are some key documents which you must be familiar with before you assume command. These include:

- TRADOC Reg 350-6, IET Policies and Administration. This is the bible within TRADOC! Be sure to understand the soldiering process model which is fully described in the Appendix.
- AR635-200, Administrative Discharges. Insure you are familiar with the procedures for discharges for fraudulent entry and Entry Level Separation (formerly Trainee Discharge Program).
- POI for training in your battalion. Be thoroughly familiar with the tasks, conditions and standards applicable to your training.
- Policy file for your training center or installation.
- TM38-750 (If you are responsible for equipment maintenance in your command).

In addition to the above reading, you must be current in your branch. Contact your branch school to determine what additional preparation you need. Coordinate with the office within the Directorate of Training Developments (DTD) which is responsible for the training literature pertinent to your MOS training. You must maintain close coordination with DTD throughout your tenure in command.

Insist on a thorough installation orientation. Ask the S3 to set up a schedule of visits by you to key installation staff officers. This face to face meeting will be beneficial to you in subsequent dealings with the installation staff. As a minimum these visits should include the IG, SJA, PM, AG, Finance Officer and DPT.

Before you arrive at the installation where you will command, insure that you are in excellent physical condition. Physical training is a vital part of IET that will demand your leadership and personal example. You will be behind the power curve if you wait until after you take command before you get in shape.

Probably the most important thing you can do to prepare yourself is to develop your command strategy. What are your priorities? How will you handle your staff? Where do you want to place your emphasis? What policy guidance do you want to announce in the areas of training, discipline, leadership, administration, supply accountability, maintenance, handling of trainees, etc.? What are your goals? It may be useful to write out your strategy as you develop it. In any event you'll want to review it periodically during your command and revise it as your experience dictates.

OFFICER LEADERSHIP

There are not many officers in any training battalion and an OSUT battalion is no exception. Most OSUT battalions will average about 10-15 officers. Coupled with a shortage of officers it is not unusual to find a lack of experience among the officers assigned to your battalion. Very often there will be no other field grade officers in the battalion. Thus the battalion commander has to devote more time and attention to his responsibility for counseling, teaching and coaching of subordinates. Although the Drill Sergeants are the primary trainers, it is the responsibility of the officers, beginning with the battalion commander, to set reasonable standards and to insist they are met. You must insure this responsibility is understood by all officers. Insist that your officers get involved in training. Many training centers require an officer present for all field training as well as other training highlights. You should make a concerted effort to spend a portion of every day at the training sites. The more time you are able to spend at training locations, the better you will be able to evaluate the leadership and quality of training in your subordinate units.

It is very important in an OSUT battalion to have at least one branch qualified officer in each company/battery. You will be responsible for reinforcing MOS instruction and you must have officers qualified to supervise this training. Establish a close working relationship with your officer assignment office and make sure they understand your needs.

BATTALION STAFF

Your battalion staff will probably consist of an Executive Officer, Command Sergeant Major and either a Lieutenant or an Operations Sergeant for an S3. Your XO will have to handle the functions of an S1, S2 and S4 in addition to normal Bn XO duties. Your CSM is particularly vital to the successful performance of the battalion. You must make it abundantly clear as to what you expect of him and what his role is. Since there is often confusion among your officers and NCOs as to the role of the CSM, you should consider putting it out in writing. The important thing is that the role of the CSM is clear to all concerned. Your CSM should answer only to you. As the senior noncommissioned officer your CSM should set the example of leadership for all enlisted soldiers. Your CSM should be your primary advisor on all enlisted personnel actions in the battalion. He should be responsible for the NCO Development Program and he should know the strengths and weaknesses of all NCOs in the battalion. He should inspect training frequently and be thoroughly knowledgeable concerning the status of discipline and standards of conduct in the battalion. In a sense, he is your deputy and you must have his trust and confidence.

Your S3 can be an extension of your eyes and ears in the training environment. The S3 section can inspect training, assist training NCOs in companies/batteries, maintain close coordination with the training center S3 and DPT, assist in the conduct of battalion ceremonies and formations and other normal operations functions. The S3 section can implement your guidance and policy but you may have to be the primary planner in the battalion.

Be sure to use your Chaplain to the maximum. Chaplains can provide a valuable service in training Drill Sergeants and other cadre to improve their counseling skills. In addition your Chaplain can assist in counseling trainees, identify potential problems, reduce stress in a unit and, in general, make a significant contribution to mission accomplishment in your battalion.

Although your staff is small, they can handle the workload. Give them plenty of guidance but don't do their work.

THE DRILL SERGEANT

The drill sergeant is the key trainer in the command. He is a top quality noncommissioned officer who has earned his hat by hard work and outstanding performance. He is very professional and proud to be a member of an elite group. He is a hard charger who is enthusiastic in his work and very competitive. These are all admirable traits but can sometimes lead to problems when a Drill Sergeant becomes over zealous. Usually these situations can be avoided if a good positive leadership climate exists within a unit. It is very important for you to establish rapport with the Drill Sergeants. You must be able to explain your philosophy of leadership, training and the soldiering process. You must also make it clear that you will demand high standards of performance and personal conduct. Equally important you must demonstrate your understanding and appreciation of the demanding and stressful job of a drill sergeant. Listen to his complaints and take action to revise "dumb" policies. Insure that Drill Sergeants have time off during cycle breaks to get acquainted with their families again. Some Training Centers have policies which provide at least one week of each cycle break as personal time for Drill Sergeants. You must be alert for Drill Sergeant burn-out from the long hours and stressful job.

TRAINING

Although much of your training will be conducted by a training battalion or a committee group, you and the company/battery commanders are ultimately responsible for the overall training of your trainees. Your cadre should become thoroughly familiar with and involved in all of the committee training. You are also responsible for the Reinforcement Training and Review (RTR) for all the committee taught skills. In order to insure quality control in RTR, you should have all of your Drill Sergeants qualified or standardized in these skills.

Prior planning and coordination at unit level is absolutely essential to avoid foul ups. There are several ways for you to insure this is done. One way is to have each unit commander brief you on his training plan for the week or for major blocks of training such as BRM or extended field exercises. Another way is simply to require each unit commander to conduct a weekly training meeting with his own cadre.

Do not allow frequent last minute changes to the training schedule. Last minute changes are an indicator of poor prior planning. Frequent changes cause turmoil in a unit and undermine the credibility of the Army in the minds of the trainees. When such a pattern persists, you need to take a closer look at the planning procedures in that unit.

Check as much training as you can. Command presence is essential and it will insure that you know what is going on. When you do check a training site, be sure you are prepared—do your homework. If necessary, have one of your drill sergeants give you some instruction in the subjects you need. You should also become as proficient as your drill sergeants in the key skills such as BRM, Drill and Ceremonies, MOS training, etc.

The time available for RTR is limited. In order to make good use of your time, RTR must be well planned, managed and supervised. Unit commanders should have specific objectives for every training period. Check out tests should be administered and the results recorded for every trainee on the platoon or squad training records. These records will assist your make up training to insure that every trainee gets checked out in every skill.

You and your cadre can play a key role in developing and revising the POI. You will be in the best position to improve OSUT training. When you find a better way to accomplish the training, make it known to your headquarters. Don't allow your units to do dumb things—you can change anything if you have good rationale.

Use your CSM and S3 for daily inspections. You can't be every place nor see everything. Use the talent that you have at your disposal.

PHYSICAL TRAINING

Physical training can be the best motivator you have. Trainees expect to be challenged physically during IET and if they aren't, many will feel cheated. Meet their expectations and your units will benefit by the higher morale, esprit and pride.

Plan your own PT program so that it can be tough, challenging and innovative. Make sure it is progressive—start at a reasonable level which will not cause injury. You may want to conduct PT in different groups based upon ability, if you have this authority at your installation. Use the combat conditioning as a competitive event to add interest and motivation. The confidence obstacle course will also add variety to your program.

There is no substitute for leadership by example in physical training. All of your cadre should exceed the minimum physical fitness requirements of the Army. Take PT with your units as often as your schedule will allow.

TRAINEE RECEPTION

The initial reception of trainees into your battalion is important. The majority of the trainees are nervous, afraid and unsure of themselves. They are not about to challenge the authority of your drill sergeants. The reception should be well organized, professional and efficient. Briefings should have a positive tone; drill sergeants should be firm but not degrading in any manner. In most cycles you will get some trainees who have physical or emotional problems. These trainees must be identified early. You need to be alert to negative leadership techniques which border on mental or physical harassment.

All trainees should receive an individual briefing, one on one, within 24 hours of their arrival. The importance of this briefing cannot be overemphasized. Every attempt should be made to answer all the questions of the trainee. Studies have shown that fear of the unknown produces harmful stress which detracts from good performance. Training schedules and duty requirements should be prominently posted.

The unit commander and first sergeant should brief all trainees on unit mission, policies, standards of conduct, discipline, duties and other essential information. This briefing/orientation should be accomplished as soon as possible and definitely before the first day of training. Some kind of motivational and inspirational briefing or program should be presented during this first week to start building pride, motivation, confidence and esprit.

THE SOLDIERING PROCESS

The performance of trainees is very closely related to the manner in which they are handled. The soldiering process is the transformation of civilians into soldiers and is thoroughly explained in TRADOC Reg 350-6. Your entire chain of command must understand and support this philosophy or you will be headed for trouble. The approach to this process by your cadre must be very positive with the intent to build competence, self-discipline, motivation, commitment and confidence in the trainees. Keep in mind that your mission is to produce motivated, disciplined and physically fit soldiers who are trained in both basic and MOS related skills. Harassment, negative leadership, and verbal abuse have no place in the Army.

It is important for you to have a policy for the investigation of allegations of abuse. Most of these allegations may prove to be unsubstantiated but they must be quickly and thoroughly investigated. The most common procedure followed is to have your Bn XO investigate all allegations. One Training Center uses the Military Police to handle all investigations. Whatever you do, be sure it is quick and thorough.

You should talk to trainees every chance you get. Usually it is best to do this in an informal manner on road marches, bivouacs, BRM or virtually any field training. You will learn a lot about the problems, perceptions, motivation and progress of your soldiers by these informal chats. You will learn more about your command than you realize. Just be sure to put the comments in perspective.

DISCHARGES

A good share of your administrative time will be taken up with reviewing recommendations for discharge, primarily fraudulent entry and entry level separation (ELS). AR635-200 is the bible and you must be familiar with the provisions. Fraud cases are pretty straightforward and require only expeditious handling and a recommendation based on your evaluation of the trainee involved.

ELS discharges are processed completely within your battalion. In many training centers, the authority to approve ELS discharges has been delegated to the battalion commander. The purpose of the discharge is to eliminate those trainees who lack the aptitude, attitude, motivation or self-discipline to become a satisfactory soldier. Your main responsibility is to make sure that the trainee has been fairly evaluated. He should have been rehabilitatively transferred to a second platoon to have the chance to perform under a different drill sergeant. Nevertheless there are no hard and fast rules. If you feel he has been fairly evaluated, you can approve the discharge. You should obtain a recommendation from everyone in the chain of command before you make your decision.

RECYCLED TRAINEES

A recycled trainee is one who has fallen behind in training and has to be transferred to another unit to repeat the training. Recycling may be due to slow progress, illness, injury or aptitude. Each training center usually has a policy on recycles. Become familiar with this policy and develop any additional guidance you desire your commanders to follow.

When a trainee has to be recycled a motivation or morale problem could result. He does not want to leave his friends and start all over in a new unit. He may feel like a loser even if it was beyond his control. Be sensitive to this attitude and have a positive approach to receiving recycles. The unit commander should brief all incoming and outgoing recycles. In addition to the normal incoming orientation, the commander should concentrate on making him feel welcome, motivating him for his future training and allaying his fears. Each drill sergeant must be attuned to the need to fully integrate the recycled trainee into all platoon activities.

Do not allow your commanders to recycle their problem trainees. If he is a marginal trainee, he should be evaluated for possible elimination from the service. If a trainee does not show good potential to become a good soldier he should not be recycled.

HOLDOVERS

Holdovers can be a story of good news or bad news. The good news is that training centers have the authority to select several outstanding trainees as 120 day holdovers to occupy junior leadership positions. The purpose of this program is to lighten the burden on the drill sergeant as well as to provide leadership training to the young soldiers. Your main responsibility in this program is to make sure that these soldiers are properly used, that they receive proper guidance and training and that their performance is properly recognized by a letter of commendation to their gaining commanders when they depart. The bad news is that you may have other holdovers who failed to meet graduation requirements, have a medical profile or

are pending UCMJ action. These individuals can be a problem and burden to your cadre. You should insure that everything possible is done to expedite their departure. Your unit commanders must develop a plan for control and training of these holdovers.

CEREMONIES

Probably the most important ceremony which you will conduct is the graduation for each cycle. It is the one time during the cycle when the Army is on display to the public. The graduation ceremony should be well planned, rehearsed and professionally conducted. It should have a significant emotional impact on the new soldiers. Pick good speakers for the graduation address (not more than 10-15 minutes). The address should focus on the accomplishments of the soldier and what's ahead. The theme should be upbeat and positive. Be sure that you see a rehearsal for every graduation ceremony to be conducted—remember Murphy's Law. On graduation day insure that the unit has planned to take care of the guests and families. Some ideas include an orientation on OSUT, reception in the Dining Facility, tour of the unit area, etc.

During the cycle your battalion will participate in Retirement, Retreat and other ceremonies. These ceremonies help to build teamwork, pride in the unit and a respect for tradition while enhancing discipline. Do not underestimate their value. Conduct a proper rehearsal and emphasize professionalism.

You should also consider having a monthly battalion awards ceremony, either in conjunction with Retreat or in some other manner. It is very important to recognize the outstanding performance of individuals and units on a regular basis. These ceremonies will provide the deserved recognition and also improve morale and esprit in your battalion.

PERFORMANCE EVALUATION

How will you evaluate the performance of your subordinates? The answer will be of vital interest to your subordinates and will serve to focus their emphasis. Of course you can draw upon your experience but remember in an OSUT battalion there is no ARTEP, TPI, EDREE or other yardstick commonly used in a TOE battalion. There are plenty of statistics available to include BRM results, End of Cycle tests and BPFT results. If you do compare these statistics you must keep them in perspective. Many factors such as weather, time of the year, ability of trainees, testing procedures, etc., can have a bigger impact on the statistics than the quality of the training. No statistic by itself is an accurate indicator of training performance. If you emphasize them too much, your unit commanders will give you good statistics at the expense of well trained soldiers. These statistics can be a good indicator but should not be the sole basis for evaluation of units. The more time you spend in the field and at training sites, the easier it will be for you to evaluate the overall performance of a subordinate unit. You will want to consider discipline, morale, motivation and competency.

In an OSUT battalion, performance counseling assumes a major role in your evaluation scheme. Your counseling should be continuous and should include both formal and informal sessions. Do not assume that your subordinates know what you want. Don't get so wrapped up in day to day activities that you forget the verbal pat on the back. A little positive reinforcement will go a long way.

SUPPLY ACCOUNTABILITY

Supervision and accountability of supplies can be a big problem in an OSUT battalion. You will have to contend with a frequent turnover of personnel, limited supply expertise in the battalion and a training mission with the new soldiers. Supply accountability is a command responsibility and it starts with the battalion commander. Your policy will set the tone for the battalion. You can start by impressing upon each subordinate commander that supply accountability is a command responsibility and you hold him responsible for the supply procedures used in his unit. When you are approaching a change of command in a company/battery, brief the outgoing and incoming commanders that a joint inventory of all property must be completed before a change of command takes place. Emphasize to the incoming commander that

he should physically see every item of property before signing the hand receipt. Subsequently he should verify that all equipment is sub-hand receipted to the 1st line supervisor who actually controls the property. This sounds basic but is frequently overlooked and accountability suffers.

Other policies you can establish include a requirement for a 100 percent inventory of all property in each unit after each training cycle is completed. Another option is to require a 10 percent inventory each month. Still another policy followed by other commanders is a 100 percent inventory of certain categories of property on a monthly basis. You may want to employ a combination of the above. Regardless of the procedures you adopt, they must provide you an assurance of good accountability and control of supplies and equipment.

SUMMARY

Command of an OSUT battalion is a challenging and rewarding assignment. If you properly prepare yourself for these leadership challenges, you will reap the rewards of a thoroughly enjoyable and satisfying assignment. Good Luck with your OSUT battalion.

CHAPTER 6

COMMANDING A SERVICE SCHOOL BATTALION

By Lieutenant Colonel Albert F. Simpson

I. GENERAL.

You will find a great diversity in school battalions since each is tailored to the needs of the school of which it is a part. Such diversity reflects not only the personal desires of the present and past commandants but also the size and organization of the school and, to some degree, the training philosophy of the institution. The following discussion will attempt to cover as broad a spectrum of school battalions as possible and does not intend to portray any particular school battalion as it presently exists.

II. ORGANIZATION.

A. Basis. School battalions are TDA organizations and are usually part of a larger TDA—the installation, or service school, or perhaps, brigade TDA. The starting point for the development, evaluation or modification of the battalion structure is Department of the Army pamphlet 570-558, *Staffing Guide for US Army Service Schools*.

1. To survive on the resources battlefield, you must be thoroughly familiar with the contents and organization of the staffing guide and, of equal importance, you must understand and be able to articulate the assumptions upon which the staffing guide is based.

2. First, the staffing guide is a guide and not a directive, so it can be deviated from in organizational structuring, in space allocation, and in grade and MOS determination. The burden of persuasion, however, rests with the person who advocates the deviation—whether it's the battalion commander who wants a plus up, or a manpower survey team with austerity on its mind, or a director who wants some of "your" assets. You should, therefore, follow the staffing guide line by line except where you are *compelled* to vary from it. In short, wherever possible, let the staffing guide make your arguments for you.

3. The staffing guide recommends the allocation of resources based upon the assumption that the school is organized as shown in the guide and is complete. If your school, however, does not have a brigade headquarters, or lacks one of the directorates, functions which would have been performed by one of those organizations may have been tasked to or assumed by your battalion. In that event, you are entitled to resources to perform those functions even though they are listed in the staffing guide under the section on the brigade or one of the directorates. Likewise, if the notional Staff and Faculty Battalion and the notional Student Battalion have been combined into a single School Battalion, you must consult both sections in the staffing guide and develop a composite reflecting what is required for the actual battalion.

4. Finally, if your battalion conducts any part of the instruction of students, you will doubtless be entitled to resources allocated by the staffing guide to the Directorate of Training and Doctrine.

B. Manpower Surveys. You may expect to undergo a manpower survey during your tenure in command.

1. During times of austerity (i.e., during normal times), you should anticipate an essentially adversary relationship with the survey team—not hostile, but adversary. They truly mean to do what's best for the Army, but if they can find a space or two to be withdrawn and applied against a critical shortfall elsewhere, they'll be happy to do so.

2. As a battalion commander, you will be expected to justify your own resources. Start well ahead of time and have a solid rationale for each space you want (and the grade and MOS you want it filled with). Remember that it's like zero based budgeting—you must justify the retention of what you already have as thoroughly as you must justify any desired increase. Remember that "justification" consists not of your opinion but rather of (1) establishing a correlation between an allocation in the staffing guide and a function which you are required to perform or (2) establishing that you have been tasked to perform a function not provided for in the staffing guide and then producing hard, statistical, workload data which shows how many people of what level of competence are required to perform the function (the old schedule X and supporting documentation).

3. Don't be misled by offers to validate recognized requirements but not authorizations. That is not a partial victory for you. Recognized requirements, at your level, are a shell game. Authorizations get you resources.

4. You should make either yourself or your XO the project officer for the exercise. Someone who is knowledgeable and credible must physically stay with the survey team while they are in the orderly rooms, mess hall, supply section, and the like, to make sure that answers given by the unsophisticated are not misconstrued.

C. Higher Headquarters. Everybody has one.

1. If your battalion is subordinate to a school brigade, your relationship with your higher headquarters should be largely traditional. My only real advice is that your staff should get to know the brigade staff quickly. Subordinates can often resolve issues more easily than can the chain of command.

2. In the absence of a brigade, your superior chain of command may be somewhat novel. For example, I was once rated by the Assistant Commandant of the Military Police School in his capacity as Commander, MP School Troop Command (whose total assets were my battalion), and senior rated by the Commandant of the Chemical School in his capacity as installation Deputy Commanding General for Training. In those schools where higher headquarters' relationships have to be tailored, several factors should be kept in mind.

a. You want routine administration to go through as few people as possible so keep the school staff out of it if at all possible. The battalion commander(s) should be authorized to sign "for the Assistant Commandant" and to deal directly with the installation on routine administrative matters.

b. You want military justice actions to be completed within the school or installation insofar as the UCMJ allows. Thus there should be sufficient local "command" levels above the battalion to preclude appeal authority from being at TRADOC. It's probably best for the Assistant Commandant to be designated as Commander of School Troop Command, the school battalion(s) to be subordinated to that command, and the battalion commander(s) thus to be on the same horizontal line, organizationally, with the directors within the school. This is important where there is no brigade commander to function at the directorate level.

c. Many actions which involve students (e.g., discipline or elimination) are of legitimate concern to the Commandant/Assistant Commandant and, usually, to one or more directors as well. You must establish systems of information and coordination which allow the appropriate players to play without getting the action all bogged down. Indeed, you will find that there are actions which you, as a battalion commander, should personally handcarry through the 06 level in order to obtain a speedy resolution.

D. Internal Organization. You have some flexibility here.

1. All things being equal, your companies should be as homogeneous as possible. It's a great deal easier for the company orderly rooms if each has only one kind of personnel to deal with; i.e., only

students in the Officer Basic Course, or only enlisted students, or only staff and faculty. Obviously, workload disparities may militate against such neatness. Nevertheless, intermixing vastly increases the number of systems your company commanders must know and the number of people with whom they must coordinate.

2. There is a considerable difference between a student company which acts purely as a housekeeping organization and one which, in addition, has responsibility for TAC Officers/NCOs or for some portion of student training (even if its only for PT). You should not want anyone other than yourself telling your company commander what to do. Similarly, the Director for Training and Doctrine is responsible for training students. If you encounter a cross-over of this kind (and I've seen them work very well), ensure that you and the Director of DOTD have a written agreement which spells out training responsibility and authority and that your company commander ends up with only one boss—you.

3. The location of orderly rooms should not be driven by the convenience of the battalion staff. Rather, orderly rooms should be located with the objective of (1) controlling the barracks if the company has any, (2) accommodating the needs of the members of the unit (for example, Officer Basic students have a million questions to ask during breaks in classes and field grade students have an insatiable desire to talk on AUTOVON), and (3) encouraging a close working relationship between the company commanders and the staff and faculty. My own officer student companies had their orderly rooms in the academic building which worked to everyone's satisfaction.

III. RESOURCE MANAGEMENT.

A. Money. Budget preparation and execution are command responsibilities.

1. Budgeting for areas which affect your battalion may be actually accomplished by you, brigade, a budget officer on the Commandant's staff, or any of several officials at installation level. You should insure that you understand how budgeting is accomplished for the following items at least. Where you have responsibility or interest, the matter needs careful attention since it's awfully hard to make up later for budgeting that wasn't done earlier.

- a. Housekeeping supplies for the battalion
- b. Housekeeping supplies for the school
- c. Instructional supplies
- d. Maintenance of equipment
- e. POL
- f. Training ammunition
- g. Ordinary TDY
- h. Medical TDY
- i. TDA equipment
- j. Repair and Maintenance of facilities
- k. Construction of facilities
- l. Civilian salaries

2. Budget execution in these areas where you are responsible for administering expenditure requires, as a minimum, two decisions on your part;

a. What is the appropriate expenditure flow for each item: i.e., straight line, seasonal, AR-PRINT dependent, one-time?

b. What information system is required to provide you timely warning that expenditure for a given item is off track so that you can take corrective action?

B. Property. Property falls into a number of categories from a functional standpoint. Consequently, responsibility for property can be allocated in a number of ways.

1. If it's feasible, I'd recommend company supply rooms for the better training of junior officers if for no other reason. In all likelihood, however, the workload by company won't support company supply rooms and space authorizations won't allow them. Even if you run a consolidated battalion supply, the company commanders should be required to sign for the property physically located in their company areas and to maintain hand receipts and sub-hand receipts.

2. Avoid like the plague any responsibility for the property used to furnish the teaching facilities and in support of training. It is difficult to keep up with and it's even more difficult if one agency is responsible but another agency uses it. If you must accept such a responsibility, you will require additional, dedicated resources.

3. If it is desired that company commanders maintain, issue, and recover student study materials or items of TA-50, appropriate resources must be transferred to the companies.

4. Relative to whatever property you are accountable for, two suggestions:

a. Set up quarterly, hands-on, serial number inventories. Enforce the inventory system, and use outsiders to conduct inventories whenever you can.

b. If you turn up short of property—as we all have done at one time or another—tell your boss forthwith. I've never known an officer to get relieved for losing property if he was even halfway trying to keep up with it. I've known several who've gotten relieved for covering up a loss. Reasonable losses are to be expected and accepted. Dishonesty is not.

C. Facilities. At company command level, facilities are not a major problem. At battalion command level, they may well be a problem.

1. The battalion commander's first interest in this area is in obtaining a clear understanding of just which facilities he is responsible for and which facilities are the responsibility of other battalions, brigade, the directors, or the installation. This includes not only the issues of who is signed for the building but who is responsible for day to day control, police and security, and for maintenance and planning. This can get a good bit more complicated than you might think. For example, it is common for more than one command to share a specific structure, or for the students assigned to one of your companies to be the sole occupants of one of the installation's BOQs.

2. Day to day repair and maintenance, as well as long range planning for requirements, utilization, renovation, and construction may be accomplished centrally—for example, by the Directorate of Support or by the brigade staff—or some or all of them may be your responsibility. Either way, you must understand the systems involved, know who is charged with making each aspect work, and periodically assure yourself that the systems are supporting you whoever is responsible. Ferret out and understand the working of each of these *separate* systems:

- a. Emergency work orders
- b. Routine repair and maintenance
- c. Minor construction (usually approved by a Minor Construction Board)
- d. Major construction (usually approved by a Master Planning Board)
- e. Self-help

3. Far from being static, service school populations often fluctuate rather significantly both in total numbers and in composition. If the battalion commander and his subordinate commanders are not attentive to the ARPRINT (which specifies how many students of what kind are to be trained when), to proposed changes in the school's TDA (which defines the composition of the staff and faculty), and to projected additions, deletions, and modifications of courses, issues of the availability and utilization of facilities will present a series of opportunities for crisis management. As an example, a decision to institute a new 200 man course for junior NCOs would require considerable preplanning to insure that billets and mess are available to house and feed the troops and furniture to furnish the billets. Lead times for refurbishing existing facilities are long (and finding the necessary funds may take even longer) while lead times for construction of new facilities are staggering. Additionally, the installation may not have 200 sets of beds, chairs, etc. available for issue unless forewarned. Incidentally, you may need an additional company and that requires time both to obtain the authorizations and then to fill the spaces with capable faces.

4. Do not expect that the academicians will think about and plan for support requirements. They rarely do and will, with no malice whatever, schedule a student load for some month next summer that exceeds your total bed space by 50%. Consequently, you must insist on being included in decision making which may impact population figures.

D. People. It is said that people are our most valuable resource. They will also be your scarcest resource. For of all the hundreds upon hundreds of people assigned to your battalion, only 30 or 40 will be *your* resources. All the rest are someone else's resources.

1. Assuming that I'm allowed to preach at least once in this paper, I'll do it here. Before you assume command, you should do the most serious soul searching you've undertaken since contemplating marriage. The Army still has both good and bad commanders in regard to handling people resources. In my experience, at least since centralized selection was instituted, the difference rarely lies in degrees of technical competence or in dedication. It is almost always attitudinal. If you're primarily concerned with developing each one of your subordinates into an honorable, knowledgeable, self-reliant, happy soldier, you'll be a good commander. If your primary concern is with advancing your own career and you see your people resources as a means to that end, you'll be a bad commander.

2. Now to more specific matters. There may be some perception among your subordinates that TRADOC assignments are second class assignments. That is, they may feel that their peers in TOE units are getting far more valuable experience from a career standpoint. Lieutenants just out of their Officer Basic Course are particularly vulnerable to falling behind their contemporaries if they're away from branch related duties for very long. Their perception that they are falling behind is as bad as the fact. You must face this up front for two reasons: first, morale will suffer if your subordinates feel bad about their jobs and, second, it's your job to help your subordinates mature professionally. I was never completely satisfied with my handling of this matter but here are a few things that helped.

a. Insist that your officers and NCOs get out of their offices and spend time with the troops who are training and being trained. You learn a lot just by watching other people being trained.

b. Encourage your people to assist in classroom instruction and field training when instructor fill is lowest and student load is highest, that is, every summer. Not only does this help the instructors, it

also makes for good relationships between the battalion and the school and it helps your subordinates stay up with the state of the art.

c. Freely volunteer them for evaluator duty with the reserve components. Your officers and sergeants will learn a lot, particularly if you make them prepare thoroughly, and they'll have a good time. Further, the two-week time frame is perfect for cross-training another member of your organization.

d. Make "power down" a reality and make sure your subordinates implement the same philosophy. You'll find it difficult to turn real authority over to your subordinates when you probably think that you don't have enough yourself. Make the effort—it pays tremendous dividends.

e. You should search diligently for opportunities to rotate your junior officers into TOE jobs on the post or into other TDA jobs which will broaden their base of experience and knowledge.

f. If all else fails, set up branch material classes for the junior officers. They have ample time to prepare for and attend such classes unless you've got them doing sergeant's work.

g. Finally, this is probably the best opportunity your subordinates will have to get a master's degree. Push them.

3. Though I am a firm believer in long command tours, I found that the repetitious nature of things at a service school—cycle after cycle of students—caused my subordinates to get bored after a while so I had to move them fairly often—after a year or eighteen months.

4. The TOE battalion commander has a number of means by which to measure the success of his staff and his company commanders—ARTEPs, FTXs, etc. In a school battalion, success is a very elusive concept. Soon after you take command, once you understand the functions of your particular battalion, you must search for a definition of success for your people and then articulate your conclusions to them so that they have something against which to measure themselves. And for your officers, don't forget that the support form for the efficiency report is very helpful if you force them to make it specific.

5. There is always a desire among the service school "bosses" to transfer out of the staff and faculty and into the battalion "overhead" those who are too inarticulate to teach and too illiterate to write. If you let that happen, you will be supported by inarticulate illiterates and find that you have many opportunities to practice disaster control. There is, on the other hand, an excellent argument that highly capable school battalions not only preclude a million problems and irritations, they also make a very favorable and lasting impression on the streams of students who pass through the school.

E. Time. I don't know that there's anything unique about a school battalion in so far as the resource of time is concerned. I'll advance a few observations anyhow.

1. Don't worry about having too much time on your hands. Since the very presence of a battalion commander in the back of a classroom, or on a firing range, or at a student PT formation has a tonic effect, you can very profitably spend any extra time just wandering about seeing and being seen. Try it, you'll learn a lot and it's fun.

2. The danger lies in getting so immersed in details that you run out of time. Conscientiously fight this endemic disease of the professional officer. Work the hell out of your XO, your CSM, and your company commanders but save yourself enough free time to stay fresh and perceptive and to think ahead. Always remember: it isn't your job to solve problems—your job is to perceive that there is a problem and then have someone else solve it while you search out the next problem. You won't do that well if you're pushed for time.

3. Spend some time each day in the academic building. It's the only way you can keep an easy, cooperative relationship between your battalion and your boss's school.

4. I don't suppose you *have* to participate in the endless social activities of the school but I thought it was part of my job. The time cost, on the average, was all or part of two evenings per week. The resulting closeness between the senior faculty and me was well worth the effort.

IV. RELATIONSHIPS

A. General. It seemed that my tour in command was an endless entanglement of proliferated relationships. The less elaborate the troop command structure, the more people you'll have to deal with. The more elaborate, the narrower your particular field of interest and the fewer people involved. But in any event, sooner or later, you'll have to do business with a great many people. On the assumption that some of you have not served either in a school or at installation level, I'll try to make a quick comment on the most important relationships.

B. Intra-battalion. I've touched this area in discussing your people resource but here I'll be a little more specific.

1. Executive Officer

a. You and your XO should be a team. You should work in a complementary fashion rather than a layered one. That is to say, both of you should not normally get involved in handling the same action. Define functional areas that he is in charge of and let his decisions be final in those areas. The less you are committed to doing personally, the more time you will have for thinking ahead, for ferreting out potential problems, for developing your subordinates, and for maintaining a net of post-wide contacts who help you get things done. One caveat, each of you may have to fill in during the other's absence so a little cross-training is a must. It is particularly important to let your XO occasionally represent you at meetings so that he gains in self-confidence and in acceptability.

b. Give particular thought to the XO's relationship with the company commanders. If you make him their rater, his authority will be clear but you will not be able to deal with them as freely and directly as you may wish. If the XO does not rate the company commanders, then you must state very clearly what, if any, demands he can place upon them and what response is expected of them.

c. Above all, be totally candid with your XO and encourage a like response from him. You and he must be able to talk to each other "off the record" with confidence that what is said will remain "off the record."

2. Command Sergeant Major.

a. This may be your most difficult relationship of all.

b. There are a few CSMs—very few, I think—who in their own minds have risen to too august a level to work any more. If you have one, fire him.

c. If your CSM wants to put his considerable knowledge and capability to use, it is *your* job to make that possible by giving him ample scope to use his full talent. If, on the other hand, you force him to be a ceremonial horseholder, you will waste a tremendously valuable asset. The following suggestions are admittedly somewhat dicey since they may well be personality dependent, but I offer them as a point of departure for your own thoughts on the matter.

(1) Let me suggest that you and the CSM are basically equals in age, time in service, and experience. Your relationship ought to be that of partners more than that of superior/subordinate. He should be as fully engaged in advancing the battalion as you are and should require no more guidance than you do.

(2) The CSM should be given overall responsibility for development of NCOs as NCOs within the battalion. This will require a good deal of coordination with and cooperation from the company commanders who are responsible for training the NCOs in job related skills. Even more difficult is implementing a development program for the NCOs on the staff and faculty who work for the various directors. If someone doesn't plan it out, talk people into supporting it, and make it work, the sad fact is that many of your NCOs will be weaker rather than stronger after three years in a service school. Of particular concern, they may be weaker both in leadership and in technical knowledge (except for the narrow area they've been teaching.)

(3) The CSM should be expected to spend a lot of time with your First Sergeants (being all the while careful not to subvert the company commanders) and with the senior NCOs (E-9 or E-8) in the directorates. He can in this way (1) function as an honest broker and a catalyst for agreement thus resolving conflicts before they get into officer (and worse, senior officer) channels and (2) be knowledgeable as to what is working well and what is working poorly throughout the organization. On the first point, my philosophy was that if anyone contacted me about a problem which sergeants could have resolved, my CSM hadn't done his job. On the second point, I didn't expect the CSM to be a constant tale bearer. I did expect him to know how the troops viewed things if I asked, to have a good feel for how the troops would probably react to any proposed change, and to tell me when the battalion was about to do something dumb. He must get out and about to develop that sort of sensitivity. Further, and not least, the troops like to see the CSM when things are nasty so he, as you, should visit training on the hottest, the coldest, and the wettest days. When the troops respect the CSM and have easy opportunities to talk to him, he'll function as a communication link up and down which cannot be replaced otherwise in the system.

(4) The CSM should formally advise you prior to any adverse enlisted action—Article 15, bar to reenlistment, and the like—at battalion level. He should, specifically, be able to explain the human being involved after talking to his supervisor and acquaintances. It's super if the company commanders also sound him out informally before taking action at company level but you can't force that without diminishing the prestige of the company commanders. If the CSM is a participant in the decision making process leading to adverse action and if his views on guilt, potential, and punishment are given weight, he will insure that the NCO corps supports what the officers are doing to maintain discipline and quality in the unit and a much healthier atmosphere will prevail than if the NCOs view their officers as arbitrary and unreasonable.

(5) Keep the CSM informed, even about rumors. He gains in stature and in perceptiveness by knowing what's going on.

(6) Finally, be careful to preclude a situation where there is a power struggle between the company commanders and the CSM for influence over you. If you find yourself having to choose between the company commanders and the CSM, it's obvious that they aren't working together to produce the *right* advice before bringing it to you. That is unhealthy. The same thing applies to the relationship between your XO and your CSM. They must not be allowed to fight about control of the staff and influence over you.

3. Company commanders. This isn't the place to expound Simpson's Philosophy for Handling Company Commanders so I'll content myself with one observation. Insist that each company commander establish close ties with the people on the academic side who deal with the members of his unit. For example: if you have an Officer Basic Company, there is a POI Manager in the Directorate of Training Development who influences what OBs do and that impacts the company; there is a Course Manager in the Directorate of Training and Doctrine who controls the OBs daily schedule and that impacts the company; there is an evaluator in the Directorate of Evaluation and Standards who says what is working well and what isn't and that may impact the company. If your company commander works closely with all these people to insure coordinated, smoothly functioning management of the OBs, you will seldom hear about it. But if he doesn't and the inevitable snafus result, you will indeed hear about it and usually from an O-6.

4. Dependents. This area is one for early evaluation on your part. Remember that you have complete responsibility for the dependents of your battalion overhead which isn't really difficult if you

don't let them get lost in the great, amorphous mass of the school. The difficult thing is to get a clear understanding of who has what responsibilities toward the dependents of the staff and faculty who are assigned to you but work for directors and who has what responsibility for the dependents of the students who in some ways belong to the Director of Training and Doctrine (DOTD) more than to the battalion. Be particularly sensitive about the dependents of the entry level officers—the OBs. The real object is to make sure that someone is clearly responsible for support to dependents.

C. School Staff.

1. Your relationship with the Commandant/Assistant Commandant will, I suspect, largely depend upon whether there is a School Brigade Commander. If there is, he will normally interface with the Commandant/Assistant Commandant. If not, then you, as a battalion commander, will have to maintain that connection. In the latter event, there are several areas you should investigate.

- a. First, you need a clear understanding of *command* relationships as mentioned above.
- b. Second, you need a clear understanding of the routing of various actions, for example:
 - (1) Routine administration
 - (2) Logistics
 - (3) Discharges
 - (4) Nonjudicial punishment
 - (5) Judicial punishment
 - (6) Reports of Survey
 - (7) Budgets

Note well that routing may differ for actions affecting students.

c. Third, you need a clear understanding of your relationship to the school's directors (most of whom will probably outrank you). It's possible for you to be a housekeeper with little interface with directors. It's a lot better if you are treated as a director, attend director's meetings, and are integrated into the *school* hierarchy. This, of course, depends upon how the Commandant/Assistant Commandant perceive their relationship with you.

2. The Directorate of Combat Development (DCD) does long-range planning in force utilization, force structuring, equipment acquisition, and the like. It has no connection with a school battalion (except for the fact that its personnel are assigned to a school battalion). *But*, if you can, get yourself included in the major DCD briefings. It's a super way to keep up with where your branch is going and what the burning issues are. If you don't, you may relinquish command and find yourself three years out of date.

3. The Directorate of Training Development (DTD) determines the overall training needs of the various categories of people who require branch training and produces POIs, SQTs, and the rest of the host of training related documents. They are important to you in that they are the ones who add and delete courses and change course length and attendance criteria. A decision, for example, to change a course from 8 weeks in length to 12 weeks and to open it to senior NCOs will have a significant impact on one or more of your companies who must provide billeting, mess, and the like. Unless you particularly enjoy excitement, you should interface sufficiently with DTD to avoid surprises in such matters as this.

4. The Directorate of Training and Doctrine (DOTD) does the actual teaching and maintains the subject matter experts. The Director of DOTD is, thus, the academic big daddy of all students, just as the commander of the Student Battalion is their command big daddy. Two levels of interface exist between the DOTD and the battalion. First, day by day coordination is required to insure that the students get to the right place at the right time in the right gear; that they are fed when on exercises; that mail, financial and medical support are provided, and generally, that you don't end up with the DOTD and the Battalion Commander each pointing his finger at the other as a result of some foul up. Second, adverse action toward a student is of interest to both the DOTD and the Battalion Commander. A decision to expel a student for academic reasons is basically a DOTD call which the battalion then implements but a decision to punish him for a violation of the UCMJ is a command matter which will probably lead to academic consequence at the hands of the DOTD. Since we're largely dealing with officer and NCO students in a service school, the need for coordinated proceedings by you and the DOTD should be obvious. Early discussion and agreement between you and the DOTD as to how you *mutually* view student incompetence, dishonesty, indiscipline, and the like, should keep these unhappy incidents on the track to swift, decisive resolution.

5. The Directorate of Evaluation and Standards (DOES) can take a number of forms but, basically, it's an inhouse IG. If you and the Director of DOES communicate, you can get a good feel for student (and faculty) complaints about battalion support—and there will be some—in time to evaluate them and know what your remedial plans are before you get asked. Otherwise, you're likely to get blind-sided periodically.

6. The Directorate of Support (DOS) does what its name implies. In the budget/logistics/engineer area, you will probably work with or through the DOS. The main thing is that the interface be defined so each of you knows what actions, or parts of actions, he is responsible for. If the staff and faculty is assigned to your battalion, find out immediately who makes personnel assignments to the various directorates and to the battalion overhead. It may be the DOS as part of resource management. But there may be other players; the School Secretary, the School CSM, your CSM, your Adjutant/PAC, or some locally unique agent. You need to know.

7. There is usually a civilian advisor to the Commandant/Assistant Commandant on education. You and he will have little dealing with each other. However, he's probably been in the service school business for a long time and can be a good source of information.

8. Finally, there is the School Command Sergeant Major. Your main interest here is to make sure that he and your Battalion Command Sergeant Major don't end up in a turf battle. So you should satisfy yourself that they have mutually supporting but not overlapping roles. If they do seem to think that they're both in charge of the same thing, you will have an opportunity to display your diplomatic skills and you should not hesitate to do so. The real point is that the senior sergeants cannot be at cross purposes any more than can the senior officers.

D. Installation Staff.

There is little point in listing each member of the CG's special and directorate staffs and discussing the school battalion commander's relationships with them. The interplay of roles varies too much from installation to installation. A general observation and suggestion are in order. As a battalion commander you will, by definition, be part of the senior management on the installation. You should understand that from day one (even if there are still a few obtuse people on the post who do not). You should, therefore, see yourself in a triple role: as a commander, as a senior member of the school hierarchy, and as a part of the corporate body that causes things to happen on the installation. Consequently, make some considerable effort to get to know all of the members of the installation staff on a fairly personal basis. Then you and they can informally and in a non-adversarial way discuss problems of common interest and arrive at mutually satisfactory solutions or recommendations. What you want is a situation where, when your subordinates and the subordinates of a member of the post staff have clashed, you and

he can amicably resolve the dispute because you are friends. If you have no such relationship, you'll probably support your people and he'll support his people and then someone even more senior will have to referee. That wastes time, squanders energy, and may result in bruised feelings which lead to further controversy.

E. Other Battalion Commanders.

You can view your fellow battalion commanders on the installation as competitors or as brother members in a select fraternity. I strongly urge your adoption of the second view. The commander of the Chemical School Battalion and I swore a paralyzing oath that we'd never disagree publically, and we never did. You cannot imagine how often it helped to be able to say "They're doing it the same way in the other school battalion." In a broader framework, I remember very, very few instances where the unanimous opinion of the seven or eight battalion commanders on the installation was not adopted. Though I fortunately didn't face it, I am convinced that oneupmanship would have added greatly to the burdens of all of us and would have served the CG poorly. Final point, a mutually supportive attitude among commanders tends to produce more uniformity in the exercise of command and that tends to produce a healthy command climate throughout the installation.

F. Little Old Ladies in Tennis Shoes.

Not always little, or old, or ladies, and rarely in tennis shoes, there is, nonetheless, a group of people on every post, often pretty far down on the organization chart, who can expedite or impede every action. Search for them, get to know them, and then maintain the relationship. The few hours it costs you every month will be repaid by days of time that your staff and subordinate commanders are saved because people want to assist them. If case you're not familiar with the breed, I'm speaking of the person who can, on the spot, in some out of the way warehouse, decide to let you swap old barracks furnishings for new or who can say that next year would be soon enough. He has dozens of counterparts throughout the installation. If he goes against you, you can probably overcome his decision—after a lot of agony and delay. It's easier if he wants to make you happy and does so.

V. RANDOM THOUGHTS

A. In the 1970s, the Army lost control of many of its barracks and has not yet recaptured all of them. Let me suggest that the troops deserve, and your peace of mind requires, civilized, orderly conditions in the barracks 24 hours per day 7 days per week. This is a good subject for discussion with your officers and NCOs early on. If you make it crystal clear from the start that controlled substances, loud music, fights, broken windows, smashed doors, and the like are not going to be tolerated, that you will hold the company commander responsible for allowing indiscipline and will totally support him in maintaining discipline, and that you are prepared to escalate to whatever level is necessary to control the barracks, you will soon have fewer occasions to call the MPs and the Engineers, happier troops, improved reenlistments, and the basis upon which esprit can be built. Speaking of MPs, I think that far too many CQs, SDNCOs, ISGs and COs are far too quick to call the MPs to resolve discipline problems in the barracks. That's a chain of command function. You shouldn't need MPs unless it reaches riot proportions. So every time the MPs are called into *your* area, find out why *your* subordinates couldn't handle it. I'm not referring to crime, of course, which requires MP involvement but to indiscipline.

B. It is now several years since we rediscovered weight and physical conditioning. I wish that I could assure you that no overweight or out-of-condition troops will belong to your battalion on the day you assume command. Alas! The fat and the weak will be on hand to greet you. There are several points to keep in mind as you set out to work on this problem.

1. You yourself must be able to pass the PT test with room to spare and you must be seen to do so. if you cannot presently do that, you have got to start a serious program of conditioning.

2. If you are overweight, or if you look overweight, get immediate medical advice and loose the excess before you accept the battalion flag.

3. If you are a jock, keep firmly in your mind that most of the Army isn't, doesn't intend to be, and doesn't need to be. Bring your unit to the *Army's* standards first, then you can consider whether reaching a higher standard is worth the time and effort, remembering that every minute of time and erg of energy spent attaining one goal is not available to spend toward some other goal.

4. Develop (or decide to continue) a comprehensive, long-range program that is designed to get *everyone* up to par. Then make absolutely certain that the Commandant, the Brigade Commander, and the Directors are going to support you. It is very awkward to announce a program and then be told that it interferes with the school's teaching mission.

5. Insist that people be given ample time to meet the standards. Don't destroy a soldier whose former commanders failed to do their job until he's had a fair chance. This may require you to resist some pressures from above but that's part of your job, too.

6. Watch the profiles. Some troops will try to abuse that system.

7. Give a lot of praise where real progress is apparent. It probably represents more agony than you can imagine.

C. Finally, you will probably never command but one battalion and that command will represent several years of your life. Doubtless, you should say, as Queen Victoria did upon her accession, "I will be good." Heretical as it may sound, I think you should also say, "In addition, my subordinates and I will have fun." It can be done. Don't miss your opportunity.

RECOMMENDED READINGS

In addition to this handbook and the readings that each newly designated TRADOC battalion commander will be given at the Pre-Command Course, the authors highly recommended the following selections:

Clarke, Bruce C. *Guidelines for the Leader and Commander*. Harrisburg, PA: Stackpole, 1967.

Clarke, Bruce C. "On Leadership and Commandership." Small pamphlet, US Army Engineer School, Fort Belvoir, VA.

Collins, Arthur S., Jr. *Common Sense Training: A Working Philosophy for Leaders*. San Rafael, CA: Presidio Press, 1978.

Holm, MG (Ret) Jeanne. *Women in the Military, An Unfinished Revolution*. Novato, CA: Presidio Press, 1982.

Nabors, MAJ Robert. "Women in the Army: Do They Measure Up?" *Military Review*, October, 1982, pp. 50-61.

Rogan, Helen. *Mixed Company: Women in the Modern Army*. New York: Putnam, 1981.

Smith, DeWitt C., Jr. "Training: A Principal Army Mission." *Focus*, No. 7-78, May 1978.

US Army War College Text, *Army Command and Management: Theory and Practice*. Carlisle Barracks, PA: USAWC, current edition.

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